
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Vol. VII

APRIL, 1927

No. 8

Placing of Typewritten Letters

By Mrs. Rose J. B. Strauss

Department of Stenography, Morris High School, New York City

ONE of the problems confronting a typewriting teacher is how to teach her students to type letters so that, when finished, they look centered on the letter page. This is equally true whether teaching younger or older students. All seem to have difficulty in placing a letter correctly with reference to margins left and right, spacing top and bottom, etc., so that the result is pleasing to the eye. A little help from the teacher is necessary. Just what shall this help be?

Simple Plan Needed

This problem first presented itself to me when I was teaching in a Junior High School. The students were very young and did not seem able to use judgment in the placing of letters. It was up to me to help them. I realized, too, that any device I gave them had

to be a very simple one, else it would be worthless. After experimenting for some time with all kinds of letters, both single and double spaced, blocked and indented, I finally hit upon a plan which I thought might be workable. It was.

Method Proves Workable

For five years now I have used the same plan, first with Junior High School students, then with Senior High School students, and finally with High School graduates. With all, the device has worked. Placing of letters is no longer a problem. All the students have to do is recall the first line of the KEY I have given to them (plus one or two other facts) and they know immediately how to place the letter they are typing. It makes no difference whether the letter is long or short,

The Baldwin Locomotive Works

Philadelphia

January 26, 1927.

Messrs. Randolph & Kenne,
397 Alexander Street,
Milwaukee, Wisconsin.

Gentlemen:

As we have now sent you three statements without any response, we are putting through a draft for \$761.10.

If the draft is not paid, we shall feel compelled to resort to legal proceedings to collect this money, unless you can give us some very good reason for the delay in payment.

Very truly yours,
THE BALDWIN LOCOMOTIVE WORKS.

D:RB

Manager.

Marginal stops 15 & 65
Letter (at left) 63 words → 50 words—10 spaces
Spaces after date—8 75 " — 8 "
(63 is between 50 & 75) 100 " — 6 "
(always choose bigger No.) 125 " — 4 "

Collier's

THE NATIONAL WEEKLY
P. P. COLLIER & SON COMPANY
40 WEST 57TH STREET
NEW YORK

January 26, 1927.

Mr. Richard Brown,
Secretary, Y. E. C. A.,
Camden, New Jersey

Dear Sir:

I am desirous of obtaining the services of a young man about nineteen or twenty years of age, capable of learning our business thoroughly—one who can work his way up to a responsible position in a short time. Can you recommend such a young man to me? He must have broad knowledge, good taste, careful training and skill. His friendships must be among a moral class, and if he meets the requirements stated, his rewards will be certain. I shall be pleased to interview any applicant you may send to my office.

Very truly yours,

P. P. COLLIER & SON CO.,
Secretary

D:RB

Marginal stops 20 & 60
Letter (below) 131 words → 100 words—10 spaces
(less than 150) 125 " — 8 "
Spaces after date—8 150 " — 6 "
(131 is between 125 & 150) 175 " — 4 "
200 " — 2 "

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New York

January 26, 1927

Mr. Walter J. Francis
Hobart, Oklahoma

Dear Sir:

You have lodged with us for safekeeping \$6,600 Northern Pacific-Grand Northern Railway Company 15-year Convertible 6½'s.

We enclose a copy of a Notice of Redemption, dated May 12, which stated that these bonds may be redeemed on and after July 27 next at 103½ and accrued interest to July 27, or the joint 6½'s may be converted into Refunding and Improvement Mortgage 6½ bonds, Series B, of the Northern Pacific Railway Company, due July 1, at any time up to and including July 12.

Please advise if you wish your Convertible 6½'s redeemed on July 27 or if you prefer to have them converted into 6½ bonds due 1945.

Very truly yours,
GUARANTY TRUST CO. OF NEW YORKD:RB
Enc.

Marginal stops 15 & 65
Letter (right) 165 words
Spaces after date—4 100 words—10 spaces
(165 is between 150 & 175) 125 " — 8 "
150 " — 6 "
175 " — 4 "
200 " — 2 "

Marginal stops 15 & 65
Letter (above) 96 words → 50 words—10 spaces
Spaces after date—8 75 " — 8 "
(96 is between 75 & 100) 100 " — 6 "
125 " — 4 "

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BROOKLYN, NEW YORK

January 26, 1927.

The Bellwell Stationery Company,
Springfield, Illinois.

Gentlemen:

Thank you very much for your order of January 23 for 1,500 stenographic notebooks. We are shipping the goods with draft attached, as you request.

We are very glad to say that, owing to a reduction in the price of paper, we are able to bill these books to you at \$62.50, which is 25¢ less than we have had to charge for notebooks for the past year.

If you could find it possible to make your next order for notebooks 5,000, we could give you a further discount of 10¢. As you were not acquainted with this special discount when you sent in this order, we would be willing to make an exception in this case and allow you the additional discount if you will let us have an order for the additional 5,000 notebooks immediately, thus bringing your total order up to 5,000 copies.

Very truly yours,

D:RB

[The letters used in these illustrations were taken from "Secretarial Dictation" by
Rupert P. SoRelle and John Robert Gregg.]

whether single or double spacing is to be used, this first line is practically all that has to be recalled; and that makes the KEY easy to remember and helps to make the plan a workable one.

Key for Centering Short Double-Spaced Letters

Since the typing of short letters is taught first, that is, letters containing 125 words or less, and hence double spacing is used, the KEY considers double-spaced letters first. The students are told that:

1. The average LETTERHEAD takes up about two inches of the letter page.
2. To allow 4 spaces between the LETTERHEAD and the DATE.
(The word "space," throughout this article, means single space.)
3. The spacing between the DATE and the INSIDE ADDRESS depends upon the size of the letter.
(Here is where the KEY comes in.)
4. KEY
If the letter contains 50 words 10 spaces are left
If the letter contains 75 words 8 spaces are left
If the letter contains 100 words 6 spaces are left
If the letter contains 125 words 4 spaces are left
5. The marginal stops for double-spaced letters should be set at 15 and 65 to give good margins.

A glance at the foregoing KEY will show that for every additional 25 words the spacing between the LETTERHEAD and the DATE is decreased by 2. That fact, coupled with the first line (50 words—10 spaces), will enable the student to type any double-spaced letter.

Key for Single-Spaced Letters

The second type of letter to be taught is the single-spaced one. Since the ratio between double and single spacing is 1 to 2, the first line of the KEY for single-spaced letters becomes 100 words—10 spaces, instead of 50 words—10 spaces. The plan is the same:

1. Allow 4 spaces between the LETTERHEAD and the DATE.
2. The spacing between the DATE and the INSIDE ADDRESS depends upon the size of the letter.
3. KEY
If the letter contains 100 words 10 spaces are left
If the letter contains 125 words 8 spaces are left
If the letter contains 150 words 6 spaces are left
If the letter contains 175 words 4 spaces are left
If the letter contains 200 words 2 spaces are left
4. Marginal stops for single-spaced letters should be set at 20 and 60 if the letter contains less than 150 words, 15 and 65 if the letter contains more than 150 words.

It is readily seen that if in addition to remembering the line, "50 words—10 spaces," and the fact that every 25 additional words

means 2 spaces less, the student also remembers that the ratio between single and double spacing is 1 to 2, he will be able to type not only any double-spaced letter but also any single-spaced one. As a matter of fact, all that has to be remembered is "50 words—10 spaces." The rest somehow falls in line. At least that has been my experience with all kinds of students, boys or girls, young or old.

Adjustable

Naturally, this KEY is not a perfect one. However, it is of great use in a classroom. Letters invariably look well-placed when it is followed. It also allows for variations.

Arranging Longer or Shorter Letters

For instance, if the DATE seems too near to the LETTERHEAD when 4 spaces are left, the student can, in the case of a 50-word double-spaced letter, add his 10 spaces to 4 and divide in any way he chooses, 7 and 7, 6 and 8, etc.

Example—


Letterhead		Letterhead	
4		7	
Date	changed to	Date	
10		7	
Inside Address		Inside Address	

If a student finds that a letterhead takes up $2\frac{1}{2}$ inches instead of 2, he makes the first line of the KEY 50 words—8 spaces, since he needs 2 additional spaces for the extra $\frac{1}{2}$ inch of letterhead.

On the other hand, should the letter have a very small ending, such as "Yours truly," instead of "Yours truly, AMERICAN MILLS CO., General Manager," and should it also have few paragraphs, he can make the first line 50 words—12 spaces. Generally speaking, though, the KEY will be found to work without being altered, as the illustrations opposite show. In each of these letters the KEY has been followed faithfully. The results speak for themselves.

Plan Helps Student to Independence

Finally, when a student has used this device for three or four months he suddenly finds that he needs no help of any kind. Careful following of a definite plan has enabled him to gauge letters quickly and properly, and to place them well on a letter page. And that, in the last analysis, is the stage we should lead the students to—the stage where letters just "place themselves."



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

A FEW months ago we reported the step upward in educational attainment as measured by university titles of Mr. Paul S. Lomax, from assistant to associate professor at New York University. News has just reached us that our good friend has now received his Ph. D., so it will be our pleasure and duty from now on to address him with the dignified title of Doctor.

The work of Dr. Lomax in the field of commercial education is well known. He has been a leader from the word go. Coming to New York University in 1924, Dr. Lomax has been successful in organizing a four-year commercial teacher-training course, leading to the degree of B. S. in Education; also additional work toward A. M. and Ph. D. degrees.

Already this course has become one of the largest and most popular in the School of Education, drawing students from every section of the country. Dr. Lomax's contributions to the magazines of commercial education, and his addresses before commercial teachers' conventions from coast to coast are indications of the clearness of his thought, the forcefulness of his expression, and the persuasiveness of his manner. Upon the distinction which has been bestowed upon him we extend hearty congratulations.

THE commercial teachers of Kansas have organized the Kansas State Commercial Teachers' Association, with Mr. H. S. Miller, head of the Department of Commerce of the Wichita High School, as president. It is planned to hold the first meeting of the new organization at Wichita during the first week in November.

WASHINGTON County Interscholastic Commercial Association is another newly organized society, created in December for the purpose of fostering interest in commercial

work in the high schools of that part of Oklahoma and to give contests each year in commercial subjects at the different towns of the county, the first of which was scheduled for Ramona last month. Mr. M. A. Dunn, of Ramona High School, is chairman and contest manager. The other officers of the new association are: George Lugar, Bartlesville High School, *vice-chairman*; Harry Kugel, Copan High School, *secretary*; Pearl Roth, Bartlesville High School, *treasurer*; and Jaunita Spangler (Dewey), George Sprayberry, (Ochelata), and Ben C. Ballard (Vera).

RECOGNITION of his good work brought about the appointment of Dr. F. Y. Fox to the presidency of a prominent western school, several months ago, we hear.

Doctor Fox has been doing fine work as instructor and head of Commerce in the Latter-Day Saints Business College at Salt Lake City for many years. His appointment as president was well earned.

ANOTHER promotion from the ranks took place a short time ago at Lancaster, Pennsylvania, where Mr. E. K. Shoop, of Stevens High School, has been made supervisor of the commercial work in all the high schools.

Congratulations, both!

DR. CHARLES A. FISHER, director of Commercial Teacher-Training at Susquehanna University, Selinsgrove, Pennsylvania, recently announced that this department of the School of Business Administration has been fully approved by the State Department of Public Instruction. Standard and college provisional certificates in commercial subjects are granted to graduates. Another addition to the list of accredited commercial courses!

Program of the Annual Meeting of the Eastern Commercial Teachers' Association

to be held April 14-16, 1927, at the Statler Hotel, Boston, Massachusetts

Thursday, April 14

A Morning Around Boston—Walking Trip through Revolutionary Boston, Motor Trip through Ancient and Modern Boston, Visit to the State Capital.

Afternoon—General Program for all delegates and guests of the convention.

Evening—Banquet, preceded by an informal reception, and followed by dancing from ten to one o'clock.
Music by the Boston Festival Orchestra

Friday, April 15

Section programs all day.

SCHOOL ADMINISTRATION IN COMMERCIAL EDUCATION

Ex-presidents' luncheon at noon.

SECTION MEETING

Chairman: Professor Paul S. Lomax, New York University

WHAT IS THE PLACE OF COMMERCIAL EDUCATION IN GENERAL EDUCATION?

What should be the policy of commercial education in relation to general education?

Discussion opened from Administrator's point of view by *Dr. Frank P. Morse*, Supervisor of Secondary Education, Massachusetts State Department of Education, Boston, Massachusetts

How can commercial education in the junior high school best realize this policy?

(a) What should be the educational aims of the junior high school?

(b) What kind of commercial education will best achieve the aims?

Discussion opened from Administrator's point of view by *Professor Philip W. L. Cox*, School of Education, New York University, New York City

How can commercial education in the senior or four-year high school best realize this policy?

(a) What should be the educational aims of the senior high school?

(b) What kind of commercial education will best achieve the aims?

Discussion opened from Administrator's point of view by *Professor Bancroft Beatley*, Graduate School of Education, Harvard University, Cambridge, Massachusetts

How can commercial education in the day and evening continuation schools best realize this policy?

(a) What should be the educational aims of these schools?

(b) What kind of commercial education will best achieve the aims?

Discussion opened from Administrator's point of view by *Dr. R. O. Small*, Director of Vocational Education, State Department of Education, Boston, Massachusetts

How can commercial education in the private business school best realize this policy?

(a) What should be the educational aims of the private business school?

(b) What kind of commercial education will best achieve the aims?

Discussion opened from Administrator's point of view by *Seth B. Carlin*, Packard Commercial School, New York City

What are the minimum essentials in the preparation of commercial teachers who can best realize this underlying policy?

Discussion opened by *Dean A. H. Wilde*, School of Education, Boston University, Boston, Massachusetts

SECRETARIAL DEPARTMENT

SECTION MEETING

Chairman: *Mrs. Martha Baldwin*, White Plains High School, White Plains, New York

The Basic Principles in Teaching Elementary Shorthand, or An Experiment in the Rapid Teaching of Shorthand Writing, with Demonstration, by *H. M. Munford*, Bay Path Institute, Springfield, Massachusetts

Steps in the Development of Keyboard Technique, by *Flora Jacobs*, Simmons College, Boston, Massachusetts

The Secretarial Course as a Medium in the Developing of Personality, by *W. C. Cope*, President, Drake Schools of New Jersey

Methods and Standards in Transcription, by *Rupert P. SoRelle*, Vice-President, Gregg Publishing Company, New York City

Giving the Commercial Slant to the King's English, by *Katherine W. Ross*, Boston Clerical School, Boston, Massachusetts

If I Were a Teacher Again, by *Harry C. Spillman*, Manager, School Department, Remington Typewriter Company

ECONOMICS AND SOCIAL STUDIES DEPARTMENT

SECTION MEETING

Chairman: *Gwy D. Miller*, Head of Business Department, High School of Commerce, Springfield, Massachusetts

Vitalizing the Teaching of Business Law, by *Nathan D. Isaacs*, Professor of Business Law, Harvard University, Graduate School of Business Administration, Cambridge, Massachusetts

Teaching of Economics in the Secondary Schools, by *David H. Brown*, Central High School, Springfield, Mass.

Teaching Advertising, by *Charles E. Bellatty*, Head of the Vocational Department and the Department of Advertising, College of Business Administration, Boston University. (*Bring your "Saturday Evening Post" for April 16*)

Commercial Geography, by *George M. York*, Professor of Commerce, New York State College for Teachers, Albany, New York

Discussion opened by *Z. Carleton Staples*, Dorchester High School for Boys, Dorchester, Massachusetts

Teaching of Business Organization, by *Dr. A. D. Enyart*, Head of Business Administration Department, Burdett College, Boston, Massachusetts

PENMANSHIP DEPARTMENT

SECTION MEETING

Chairman: H. W. Patten

Methods of Teaching Penmanship in the Normal School, by *C. E. Doner*, Littleton, Massachusetts

Some Phases in the Teaching of Penmanship in the Business School, by *M. J. Ryan*, Peirce School, Philadelphia, Pennsylvania

Blackboard Ornamentation—Drawing, Flourishing, Ornamental Writing, etc., by *Fred L. Faretra*, Burdett College, Boston, Massachusetts

The Use of the Blackboard—with Illustrations, by *C. C. Lister*, Maxwell Training School for Teachers, Brooklyn

Elegant Ornamental Penmanship—Exercises, Capitals, Signatures, etc., Exhibit de luxe, by *S. E. Bartow*, Principal of the Palmer School of Penmanship, New York City

Designing and Engrossing, with reference to Planning, Lettering, Script, etc., with Blackboard Illustrations, by *Frank W. Martin*, Martin Diploma Company, Boston, Massachusetts

COMMERCIAL DEPARTMENT

SECTION MEETING

Chairman: Raymond G. Laird, Head Master, Boston Clerical School, Boston, Massachusetts

Does our Training in Bookkeeping Satisfy the Business Man? by *Frederick H. Read*, Commercial High School, Providence, Rhode Island

Discussion led by *C. S. Cressey*, Department of Advanced Accounting, Peirce School, Philadelphia, Pennsylvania, and *Abigail D. Steers*, Vocational Guidance Department, Boston Public Schools

Compilation and Interpretation of Financial Statements for Short-Term Credits, by *Maurice M. Lindsay*, Bentley School of Accounting and Finance, Boston, Massachusetts

Discussion led by *Warren C. Lane*, Director, Department of Business Administration, Bryant and Stratton College, Providence, Rhode Island, and *Mary Stuart*, Assistant, Memorial High School, Boston, Massachusetts

What Should our Schools Teach about Banking? by *Herbert E. Stone*, First Assistant Cashier, Second National Bank, Boston, Massachusetts

Discussion led by *Jeannie F. Shean*, Assistant, High School for Girls, Dorchester, Massachusetts, and *Charles E. Cline*, Department of Banking, Worcester Business Institute, Worcester, Massachusetts

Accounting Machines—Their Uses in Business; their Place in School, by *Albert Stern*, Manager, School Department, Burroughs Adding Machine Company, New York City

Discussion led by *Lena B. Pool*, English High School, Lynn, Massachusetts, and *Lewis A. Newton*, Junior Master, High School, East Boston

Teaching Business Arithmetic and Rapid Calculation, by *W. P. McIntosh*, Principal, Haverhill Business College, Haverhill, Massachusetts

Discussion led by *Robert P. Cunningham*, Head of Commercial Department, Maine School of Commerce, Portland, Maine, and *Joseph J. Carty*, Head of Bookkeeping Department, Fischer Business College, Boston, Massachusetts

Junior Business Training—Pertinent Questions relating to its Aim and Purpose

Forum Plan conducted by *Charles E. Bowman*, Head of Department of Commercial Instruction, Girard College, Philadelphia, Pennsylvania, and *Georgia Hardy*, Cambridge High and Latin School, Cambridge, Massachusetts

RETAIL STORE SERVICE TRAINING

SECTION MEETING

Chairman: Isabel Craig Bacon, Special Agent, Retail Store Education, Washington, D. C.

Speakers to be announced.

EVENING PROGRAM

GRAND BALLROOM

Program presented through the courtesy of the Educational Institutions of Greater Boston

Are You Going to be There?

Mr. G. W. Puffer, Fountain City Business College, Fond du Lac, Wisconsin, President of the Central Commercial Teachers' Association writes us:

The plans for the Convention of the C. C. T. A. Convention are being definitely formulated. The indications are that we are going to have a big meeting. The place is Minneapolis and the meetings are to be held in the Curtis Hotel; the dates of the meetings are April 28, 29, 30. The Local Committee there is doing great work in preparation for the meeting.

The meetings of the C. C. T. A. are, without doubt, among the most interesting, enjoyable, and thoroughly practical, held anywhere. Are you going to be there?

Results of the Teachers' Blackboard Contest

Reported by Florence E. Ulrich

FIRST PRIZE: Rutheda A. Hunt, Evanston Township High School, Evanston, Illinois

SECOND PRIZE—TIE: Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota
Eleanor Skimin, Northern High School, Detroit, Michigan

THIRD PRIZE—TIE: Marie E. Marik, Haaren High School Annex, New York City, New York
Marie Mahaffy, South St. Paul High School, South St. Paul, Minnesota

THE Teachers' Blackboard Writing Contest was bigger and better than ever this year, with many of our old friends and a great many new ones participating. The specimens submitted were exceptionally good, proving conclusively that these contests are stimulating activity in the development of better shorthand writing.

Tremendous strides are being made in eliminating waste motion in the management of business offices today, and in the analysis of production in the Stenographic Department it has been found that time lost during the period of transcription—hesitancy in reading back notes—is the principal reason for small output on the part of "slow" stenographers. Proper training in shorthand writing, while still in school, will result in ready and accurate transcription in the business office. Correct writing is the only safe foundation on which to build a stenographic career, and we, as teachers, should, therefore, stress the necessity for correct writing.

The teachers whose fine style of writing is revealed in this Contest need have no anxiety about their students measuring up well under a Microscopic-Motion analysis, if they teach the students to imitate faithfully their own style.

The Winning Specimens Analyzed

Miss Rutheda A. Hunt, of the Evanston Township High School, Evanston, Illinois, won first place in this Contest, and the beautiful sterling silver trophy—the permanent award for that place—has been sent to her.

The specimen she submitted is excellent in style of writing, as you will see from the reproduction we are showing on the next page. There is a perfection of execution that only experience in writing good notes brings. There is an ease and grace of development in such outlines as *develops* and *poplar*—two of the most difficult in this test from the point of view of style—that few writers have been able to attain.

The excessive phrasing in the specimen, however, met with strong objection by all the committee. For instance, in line 1, *of trees* and

and it serves are phrased, violating the general principle of good phrasing, and resulting in unsatisfactory joinings. *First few years*, in line 3, carries the hand too far below the line for practical purposes. The phrase *and to a large extent of the soft maple*, in line 4, was read by one of the examiners as, *and the largest of the soft maple*. This is a very awkward phrase, and in addition to this there is the objection that there is a rhetorical pause after the first word, *and*.

The only outline not correct in style is *very rapidly*—*r* is modified too much at the beginning—and the reason is that *very rapidly* is perhaps a difficult phrase to write. Here again, as in *of trees*, the general principle of not phrasing vowel to consonant, except in the case of very short words, is violated.

The phrase *and at best* is also objectionable, for here again we have an awkward phrase and one difficult to execute in rapid writing. *And has*, in the eighth line, looks like *there has*, because *and* is too short. Yet, notwithstanding the objections registered against the excessive phrasing of this specimen, the excellence and superior writing style easily gave it the paramount place in the contest.

Second Place

When it came to choosing the winners of second place, two specimens presented themselves as having equal merit—one submitted by Mrs. J. P. Peterson, of Humboldt College, Minneapolis, and the other by Miss Eleanor Skimin, of Northern High School, Detroit. Both specimens are written fluently, are well spaced, and represent a good teaching style.

There were two general criticisms made of Mrs. Peterson's work: Lack of proportion in such outlines as *planting*—*p* and *l* being approximately the same length; *important*—*p* too long; *property*—*pr* too long; and the disappearance of small circles in such words as *trees*. In blackboard writing the small circles do not show up if written too small.

Showing the in this construction is not an altogether desirable phrase because the rhetorical pause comes after *showing*, and the *first few years* then becomes a phrase unit. The

omission of *of the* in such phrases as *to a large extent of the soft maple* is not especially desirable.

The specimen submitted by Miss Skimin is commendable for its fluency of execution. There are some inconsistencies in the writing; for instance, improper development of the words *develops*, *rapidly*, etc., and the *t* is too long in the word *tree*. *F* in *first* and *few years* (line 4) is not correct in curvature, and *r* in *few years* is too shallow; the second *p* in *property* is too long and appears to be "tacked" on.

While especially, in the same line, is now written without the final loop, it formerly was written with the loop and, so, serious objection was not made to the error.

Develops, *rapidly*, and *particularly*, in line 6, are a little awkward in joining, and the slant in *proportionate* and *beautiful* is not uniform throughout. But the circle joinings, the "swing," and the clearness of strokes in the specimens submitted by both Mrs. Peterson and Miss Skimin make the specimens good examples of what a practical teaching style of writing ought to be.

Third Place

Difficulty was encountered again when choosing the winner of third place, but after a careful analysis of the remaining specimens the ones submitted by Miss Marie Mahaffy, of South St. Paul High School, and Miss Marie Marik, of Haaren High School Annex, New York City, were found to be of equal merit and therefore tied for third place.

Mr. Gregg's comments on Miss Mahaffy's specimen were: "An excellent specimen—easy to read, fluent, and has good proportion." As a matter of fact, this specimen might have taken a higher place were it not for two theory errors that were thought to be inexcusable, since the correct outlines appear in the shorthand dictionary. *True*, contrary to the dictionary outline, was written *tr*, which is the outline for *truth*, and *handsome* was written with the *end* blend instead of *n*. It is indeed unfortunate that such a pretty specimen should have these two errors in theory!

Miss Mahaffy has acquired a truly beautiful style of writing. It lacks the finesse of style that Miss Hunt's writing has, but there is every possibility that Miss Mahaffy can and will acquire that finesse in a short time with the splendid foundation she now has. With a few exceptions the writing is perfectly done.

The specimen of notes submitted by Miss Marik shows commendable fluency and dash of execution. The curves are a little too shallow—the principal fault on the specimen—but the writing appears to have been done with a free, swinging motion. If *g* in *grow*

and *l* in *it will* (second line) *r* in *few years* and the first *p* in *poplar* (third line), *g* in *grows*, and *l* in *lasts*, in the fourth line, had been written with a little more fullness, it is hard to say what place Miss Marik's specimen might have won. Miss Marik will probably be running neck to neck with the first-prize winner in the next contest, provided she retains the swing and accuracy of proportion and slant she now has, and supplements them with correct curvature.

Many Other Good Specimens

The prize-winning specimens were not the only beautiful specimens received, but they ranked highest in the judgment of the contest committee in correct and beautiful execution.

Excellent specimens of shorthand writing were received from Mr. Guy George and Miss Norah Mangan, both honor winners of previous years. Mr. George's writing is too crowded—possibly for convenience in photographing the blackboard—to make it a good specimen of practical teaching style. This crowding was largely responsible, we assume, for the lack of uniformity in proportion. In some instances *l* is nearly twice as long in one construction as in another. Miss Mangan writes a pretty style, but it has not the finished appearance as yet of the prize-winning specimens.

Ninety-five Win New Certificate

In addition to the prizes there were forty-seven Honorable Mentions and ninety-five proficiency certificates awarded. That is indeed a good showing! We are justly proud of the work done by our teachers in this Contest, and appreciate the fine coöperation we have had.

May the next contest be even more successful!

Begin Again Now

Don't wait until next winter to start practice for the 1927 Blackboard Contest! Begin today and practice each month along with your students on their O. G. A. tests. If you didn't get one of those proficiency certificates this year, make a resolve here and now that you will next time. If you *did* succeed in winning the certificate in the present contest, add an Honorable Mention to it next time (as did the first forty-seven of the following list), if not one of the prizes!

Begin to practice again *now*. You'll be gratified with the results!

And if our criticism will be of help, we are always ready to examine your specimens at any time and give you our suggestions.

Winners of Honorable Mention and Proficiency Certificates in Annual Blackboard Contest

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| <p>L. A. Fawks, Central Business College, Kansas City, Missouri</p> <p>Josephine E. Cribbins, Ansonia High School, Ansonia, Connecticut</p> <p>Bert Leach, Portsmouth High School, Portsmouth, Ohio</p> <p>Mary Berry, Gregg School, Manchester, England</p> <p>Alta J. Day, Harrisburg Township High School, Harrisburg, Illinois</p> <p>Sister St. Agnes Martyo, Notre Dame Academy, Charlottetown, P. E. I., Canada</p> <p>Hazel Waite, The Malthy School, Stoughton, Massachusetts</p> <p>Nettie E. Elliott, Scituate High School, Scituate, Massachusetts</p> <p>Freda Schmale, Fullerton Junior College, Fullerton, California</p> <p>Mabel A. Anderson, Sheboygan High School, Sheboygan, Wisconsin</p> <p>Leone M. Schimel, Sheboygan High School, Sheboygan, Wisconsin</p> <p>Annabelle C. Lowney, Lowell High School, Lowell, Massachusetts</p> <p>Jean Lucas, Link's Business College, Boise, Idaho</p> <p>G. W. Witte, 1120 Barr Street, Fort Wayne, Indiana</p> <p>Elizabeth Nettleton, Bloomington High School, Bloomington, Illinois</p> <p>Nellie V. Smith, Beaumont, Texas</p> <p>Dewey Parthun, Joliet Township High School & Junior College, Joliet, Illinois</p> <p>Mabel M. Leidy, Temple University, Philadelphia, Pennsylvania</p> <p>Maude S. Haskell, Gray's Business College, Portland, Maine</p> <p>Florence Blanford, Central Business College, Kansas City, Missouri</p> <p>Willia M. Brownfield, Glenville High School, Cleveland, Ohio</p> <p>A. L. Pearl, Acme Business College, Lansing, Michigan</p> <p>Martha S. Cagle, Strayer College, Washington, District of Columbia</p> <p>Alice White, Powell School, Scranton, Pennsylvania</p> | <p>Ruth M. Jackson, Katharine Gibbs Secretarial School, New York City, New York</p> <p>Josephine Wiggins, Wheaton Community High School, Wheaton, Illinois</p> <p>Mary A. O'Neill, Perry Secretarial School, Bristol, Connecticut</p> <p>J. P. Griest, York High School, York, Pennsylvania</p> <p>Sister Catharine Joseph, St. Charles School, Amherst, Nova Scotia, Canada</p> <p>Grace M. Cassiday, Wilby High School, Waterbury, Connecticut</p> <p>Thenice Powers, Wilby High School, Waterbury, Connecticut</p> <p>Mrs. Olive E. Shepard, Terryville High School, Terryville, Connecticut</p> <p>Sister Mary Immaculata, Convent of the Good Shepherd, Denver, Colorado</p> <p>Imo Horning, Palestine Township High School, Palestine, Illinois</p> <p>Miriam P. Jackson, Senior High School, Mt. Pleasant, Iowa</p> <p>C. G. Miller, Garfield College, Rochester, Pennsylvania</p> <p>Marion F. Woodruff, Gloucester High School, Gloucester, Massachusetts</p> <p>Arthur Tousley, Princeton High School, Princeton, Minnesota</p> <p>W. Rude, Agricultural and Mechanical College, Stillwater, Oklahoma</p> <p>Sister Mary Jane, Notre Dame Academy, Toledo, Ohio</p> <p>Olive Kitty McDonald, Business High School, Pittsburgh, Pennsylvania</p> <p>Sister M. Justina, St. Joseph School, Peru, Illinois</p> <p>Norah T. Mangan, North Providence, Rhode Island</p> <p>Harold G. Bertaut, London, England</p> <p>Mary I. Fallon, Melrose High School, Melrose, Minnesota</p> <p>H. J. Russell, St. John's Technical High School, Winnipeg, Canada</p> <p>Guy S. George, Coeur D'Alene High School, Coeur D'Alene, Idaho</p> |
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Teachers' Proficiency Certificates

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| <p>Orpha M. Dean, Technical High School, Hammond, Indiana</p> <p>Edith L. Killam, Washington Junior High School, Duluth, Minnesota</p> <p>Sister Mary Remigia, St. Louis, Missouri</p> <p>Sister Mary Justin, St. Louis, Missouri</p> <p>Mrs. B. J. Doebber, Brown's Business College, St. Louis, Missouri</p> <p>Mrs. Franklin A. McCartney, Anniston Business College, Anniston, Alabama</p> <p>Russell L. Bloom, Eau Claire, Michigan</p> <p>Sister M. Areta, St. Lawrence School, Catasauqua, Pennsylvania</p> <p>Sister M. Chrysanthia, St. Mary's High School, Columbus, Ohio</p> <p>Mrs. Treasie M. Newlin, Sparks Business College, Shelbyville, Illinois</p> <p>Reed S. Groninger, North Judson High School, North Judson, Indiana</p> <p>Florence Harper, Roseville Township High School, Roseville, Illinois</p> <p>Vera M. Howgate, The Gregg School, Darlington, England</p> <p>Mrs. May A. Gibson, Harter-Stanford Township High School, Flora, Illinois</p> <p>Arthur M. Cardinal, High School, Liberty, New York</p> | <p>Cordia Shetter, Elkhorn High School, Elkhorn, Wisconsin</p> <p>Brother Romeo, Mt. St. Charles, Woonsocket, Rhode Island</p> <p>Madge B. Humphries, Wood's Business School, Brooklyn, New York</p> <p>Jessie M. Yuill, Hoff Business College, Warren, Pennsylvania</p> <p>Arlie Sutherland, Park Rapids, Minnesota</p> <p>Mildred L. Burch, Y. W. C. A., New York City, New York</p> <p>Edith M. Baldwin, Leominster High School, Leominster, Massachusetts</p> <p>Eunice Salisbury, Independence, Kansas</p> <p>Sister M. Clarinda, St. Augustines Academy, Fresno, California</p> <p>Mrs. Edith H. Clogston, McMurtry College, Abilene, Texas</p> <p>Frances W. Pogue, Beaumont, Texas</p> <p>Sister Mary Louis, N. D., Central Catholic High School, Toledo, Ohio</p> <p>Gena Ostby, State Teachers College, Mayville, North Dakota</p> <p>Sister M. Jutta, St. Mary's School, Catasauqua, Pennsylvania</p> <p>Addie Haisfield, Griffin High School, Griffin, Georgia</p> |
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James Wipfield, St. George High School, Cincinnati, Ohio
 Josephine Crawley, Senior High School, New Britain, Connecticut
 Joseph L. Kochka, Eastern High School, Washington, District of Columbia
 Edith S. Damon, Pittsfield, Massachusetts
 Harriet B. Bitler, High School for Girls, Reading, Pennsylvania
 Sister Mary Breda, Holy Name High School, Henderson, Kentucky
 Maude Stevenson, North High School, Columbus, Ohio

Thelma L. Brothers, Jackson Business University, Jackson, Michigan
 Lillian M. Kiele, Albuquerque High School, Albuquerque, New Mexico
 Nellie A. Ogle, State Normal College, Bowling Green, Ohio
 Catherine McGarr, Gregg School, Manchester, England
 Margaret M. Clark, Black Diamond High School, Black Diamond, Wyoming
 V. B. Spies, Baldwin's Business College, Yoakum, Texas
 Vera Pearson, Gregg School, Manchester, England



Teacher Certificate Winners

O. G. A. Awards

Superior Merit

Helen Henry, Detroit Commercial College, Detroit, Michigan

Gold Pin

Thelma Russell, Breckenridge High School, Breckenridge, Texas
 Dorothy DeWitt, Fremont, Michigan
 Sister M. Chrysanthia, St. Mary's High School, Columbus, Ohio
 Sister Marie Therese, Victory Business School, Mt. Vernon, New York
 Sadie Bruce, McMinnville, Oregon
 Margaret M. Clark, Black Diamond High School, Black Diamond, Washington

O. A. T. Awards

Honorable Mention

Mrs. Kathryn H. Counts, Cedartown High School, Cedartown, Georgia

Competent Typists

Ethel Osmundson, Sturgeon Bay High School, Sturgeon Bay, Wisconsin
 Sister Joseph, Notre Dame Academy, Willow City, North Dakota

Transcription Tests

Bronze Medal

125 Words a Minute

Eleanor Skimin, Northern High School, Detroit, Michigan



Centers of New York University in Europe

SEVEN centers of instruction are to be established in Europe this summer by New York University for the benefit of summer students, according to an announcement of Rufus D. Smith, director of extension work.

Language, literature, history, commerce, or political science may be studied for four or eight points of recognized college credit. This will include three or four weeks of residence in a European university and a full course of lectures by an American instructor such as he would give in a regular university session. When the students return, a final examination will be given at the University. The four-point courses represent sixty hours of college work, and the maximum allowed is eight points.

Courses will be recognized for credit by the various schools of the University, provided the student has been regularly matriculated or has met all the requirements for matriculation in the particular school, and provided the course is satisfactory to its scholarship committee.

Commerce will be studied at the University of Berlin under Professor J. Anton deHaas, chairman of the department of trade and industry in the School of Commerce, Accounts and Finance.

Our readers will remember Professor deHaas as the author of "Business Organization and Administration," one of the first books of its kind prepared for secondary schools.

Bookkeeping Brevities

No. 3

By Lloyd Bertschi

Boston, Massachusetts

(Concluding series from the March issue)

THE expense of long practice sets containing a multiplicity of business forms, blank books, vouchers, etc., is almost prohibitive. Supplies consumed in the usual bookkeeping course in secondary schools seldom cost less than \$5.00 and frequently as much as \$8.00 or more per student. For use with the traditional type of bookkeeping text from four to eight of these sets are required in a complete course. Is it any wonder that those charged with the responsibility of judicious expenditure of public money for educational purposes have vigorously objected to the excessive cost of materials consumed in bookkeeping courses? Students who must purchase their own supplies likewise object, but, of course, not so effectively.

One of the great public school systems of this country, several years ago, caused to be removed from its approved list of texts and supplies all bookkeeping blank books, business forms, and vouchers. Another discontinued entirely the use of a well-known text because it necessitated the use of such material. These are merely two outstanding examples of a widespread tendency of increasing proportions. It is significant also to know that the publishers of one well-known bookkeeping "system" have stated they could well afford to give away the textbook for the privilege of selling the accompanying supplies.

Elaborate and Expensive "Practice Sets" Not Necessary

If such material were essential to the fullest realization of the vocational and educational values of the subject there could be no valid objection to its cost. But teachers have long sensed an unsound educational practice in the use of either long or short sets in which a mass of routine, detail, and mere mechanics served only to confuse the student, to obscure objectives, and to increase the burden of instruction. At first their protest was more directly against the use of long sets that frequently required a semester or more for com-

pletion. It was but natural that such protests were coupled with a demand for shorter sets of greater variety.

New Type of Instruction in Demand

This was a step in the right direction, but further consideration of the problem finally lead to the conviction that much of the time formerly spent in "working out sets" could be used to better advantage if devoted to a study of fundamentals and the use to which the information supplied by accounting records is put for management purposes. Of course, with this conviction came a realization of the necessity for a new type of instruction matter that would strip the subject of its non-essential and extraneous detail and permit the teacher to teach bookkeeping instead of compelling her to check books. This was real progress.

Traditional Type of "Practice Sets" Wasteful

To the thinking teacher it is now evident that practice sets should be used as laboratory material with which to give drill in practical application of fundamental principles, and not as the medium through which knowledge is first acquired. For instance, to compel the student to wander through a maze of recording business transactions in books of original entry, using as a basis for such entries either reproductions of business papers or transaction memoranda, to post such entries, to take a trial balance, to prepare statements, and to close the ledger before he discovers the simple fundamental fact that proprietorship increases or decreases as a result of corresponding changes in assets and liabilities, is not effective educational practice. Yet the traditional use of "sets," either long or short, does compel the student to do just that. Incidentally, the teacher's burden in such a procedure is needlessly heavy because so much time must be spent in merely checking the accuracy of mechanical routine and procedure. It is, or

ought to be, evident that the use of supplies in the form of practice sets, when carried to the extremes represented in the traditional type of bookkeeping text, is wasteful from both the economic and the educational points of view.

Practice Sets Should Serve as Reviews

Practice sets do, however, serve a useful and indispensable purpose in the bookkeeping course. After development and teaching of fundamentals and sufficient drill and application by means of specifically adapted exercises, a brief practice set including blank books and business papers should be used. When used in this way a set serves to review the various component parts of the bookkeeping cycle and to establish a perspective of the entire sequence from recording transactions in books of original entry to closing the ledger. To accomplish this purpose, however, only short sets are needed and one, or at the most two, will answer the purpose of the first year of the bookkeeping course. In more advanced stages of instruction more of such practice material may be employed, but always as a drill in application and never as a means of acquiring original knowledge.

Only "Intelligent" Practice Makes Perfect

We should not overlook the danger in the old adage that "Practice makes perfect." Unless properly directed and intelligently applied, no amount of practice will ever accomplish any worthwhile educational purpose. Bookkeeping is a peculiar subject, in that it combines to an unusual degree both knowledge and skill, and, although frequently overlooked, it is apparent that to teach for both knowledge and skill is much more difficult than to teach for either alone.

New Textbook Offers Careful Selection of Material

With this in mind, the judicious selection of text material for use in bookkeeping courses is of vital importance. It is one of the important reasons why so much thought and care has been devoted to the underlying teaching plan of Rational Bookkeeping and Accounting—a distinctly worthwhile contribution to the teaching material available for use in the bookkeeping classroom. The text is all that its name implies—rational in method, rational in content, rational in arrangement, rational in scope, and rational in aim.

¡ATENCIÓN!

LA LENGUA ESPAÑOLA ES FACIL Y INTERESANTE

If you are able to understand the foregoing sentence, you can acquire a surprising familiarity with the Spanish language merely by reading

"EL ESTUDIANTE DE ESPAÑOL"

This magazine is written mostly in Spanish. The difficult idioms and unusual words bear explanatory footnotes. The magazine is illustrated and deals with a wide range of subjects—travel, decorative arts, history, geography, current events, humor, short stories, and many other topics of interest.

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National Gregg Association's London Conference

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 TREASURER: Mr. E. W. Crockett, London

A RECENT issue of the *Gregg Writer* told the story of the annual banquet of the National Gregg Association at the Hotel Russell, London, over which presided Mr. R. T. Nicholson, president of that large organization. There was also quoted at length the address of that beloved scholar and journalist, the Rt. Hon. T. P. O'Connor, M.P., dealing with his early experiences with shorthand, and his later observations. Mr. O'Connor said that he could read Greek at one time almost as easily as French, could read French and German, and had taken his university degree at eighteen. But, "My French was no good to me then. My German was no good to me then. My Latin and Greek were less than useless. I found when I came to earn a living—and I had to begin early because my people were poor—that the only weapon I had left was the weapon of a knowledge of shorthand."

Dealing with the building of a shorthand system, Mr. O'Connor had this to say:

I observed at the time (1893), that if you saw the shorthand notes of a fellow-reporter you could tell who wrote them if you knew the kind of longhand he wrote. The longhand and the shorthand had great resemblances, from which I drew the conclusion, which I defy anyone to contest, that the best shorthand is the shorthand which most accommodates itself to the longhand of the writer.

"Tag Pay" Honors Mr. Gregg

And then the "Father of Journalism" paid this striking personal tribute to Mr. Gregg:

If there be any man in the world who can be honestly and sincerely credited with having created a new era in the history of shorthand it is my friend Mr. Gregg. Mr. Gregg is entitled to have his name placed among those real heroes of modern development who have brought, through their blood and their tears and their self-denial and courage, a great new message to mankind.

In responding, Mr. Gregg expressed his embarrassment at the personal reference and quickly turned to the topic of the educational

value of a study of shorthand. "I believe," he said, "that, outside of the practical advantages of shorthand, which Mr. O'Connor so ably and so eloquently set forth, the value of shorthand as an aid to education and as a means of mental development is not yet fully appreciated. One cannot study shorthand without concentration, and concentration is the very essence of success in life, in study, in anything worth while. One cannot study shorthand without studying words, without adding to one's vocabulary, without studying literature; and shorthand, in these and many other ways, develops mental power."

Enthusiastic for Gregg Shorthand in Ireland

Mr. John F. Burke, inspector of Commercial Education for the Irish Free State commencing his remarks in Irish told of experimental classes in Gregg Shorthand that are being given in that new-born country. "I feel perfectly confident that if our students can take to the system with anything like the zest that those here have taken to it, then I am very sorry for the rest of Great Britain, because those Cups (which were won by students in Ireland in competition with the rest of the British Isles) will remain perpetually in North and South Ireland."

Other Banquet Speakers and Guests

Other speakers were Miss S. Midgley, president of the Faculty of Teachers in Commerce; Mr. J. R. Till, inspector of Commercial Education for the London County Council; Mr. H. W. Houghton, head of the Department of Commerce, Technical College, Huddersfield.

Among the distinguished guests were Mr. Menzies, secretary of the Royal Society of Arts; Major Worswick, head of Education of the great Regent Street Polytechnic; Mr. Reed, shorthand examiner for the Royal Society of Arts, son of the famous Thomas Allen Reed, whose name next to the venerated name



Annual Banquet of British National Gregg Association, held at Hotel Russell, London

of Sir Isaac Pitman, holds a place in the hearts of all who write Pitman's Shorthand; Mr. Walter Hodgson, the head of that great firm of W. B. Gurney & Sons, which has for a century and a quarter had the official reporting of the British Parliament; Mr. Horace Hill, shorthand examiner of the London Chamber of Commerce; and Mr. R. J. Garwood, thrice Champion Shorthand Writer of Great Britain, who, after writing a certain system for more than thirty years, had the courage to change to another, and is now able to report in both systems—an unparalleled feat for a professional shorthand writer; these and also many heads of London Central Schools and Evening Institutes.

General Meetings

The meetings which followed furnish more valuable material than it is possible to give in the confines of this magazine. We can but hint at some of the things which transpired and leave with our readers the desire to attend the next conference!

Presentation of Lessons Discussed

Mr. William C. Blackwell [many of you will remember him as tying for first place in last year's Teachers' Blackboard Contest] gave the thought, among others, that it is an excellent plan to base the presentation of the lessons on the laws of similar motion. "Let the students master one kind of motion, and keep on that first, avoiding the introduction of any new motion until the first one is properly worked out."

Miss K. Fitzsimmons emphasized the advisability of giving a few examples of the various rules, "but only just a few, and then drill the class thoroughly on those until they can write the forms almost without thinking."

Mr. Gregg's contribution to the discussion was to stress simplicity. "A very simple presentation of the early lessons, followed by a few simple drills given in a spirited manner," he advocated. In teaching the system he finds it well to give the final circle first because that is the easiest, and, "I explain that the final circle is written *in to the line*." An important point to remember all through the shorthand course.

Merging Theory and Speed Practice

"Advanced Shorthand—Training for Speed" was dealt with in an original and interesting way by Mr. H. Brooke (Ipswich), says the report of the conference in *The Gregg Shorthand Magazine*. Mr. Brooke believes in dis-

guising the reviewing of the textbook by giving dictation and, from that, choosing certain words that give the basis for a discussion of certain rules in the textbook. In this way the "advanced theory" becomes "speed class"—and it is speed work at which the students are aiming.

Penmanship Drills Helpful

Mr. Brooke also stressed the necessity for penmanship drills that caused the student to think—not just the ordinary drills that were written entirely automatically. A thorough knowledge of the theory and of the word signs and the students were able to write about 80 words a minute—without any consciousness of writing for speed. "After all," he concluded, "the longhand writer does not learn to write fast, but he lays the foundation of a correct style of writing and then when he is in a hurry he does write fast."

The paper was discussed at length by Miss M. E. L. Dix, (Manchester), whose contribution was reproduced in the January issue of this magazine.

A Visitor from Czecho-Slovakia

At the Friday afternoon meeting Dr. Camillo Popper, head of a government shorthand institute and editor of a stenographic magazine, from Prague, in Czecho-Slovakia, was introduced. "I admire the wonderful results which have been achieved with your system," he said. "When I saw the shorthand competition yesterday morning, and noticed that a very high speed was attained by quite young people, I felt that your system must be really a great work, and I obtained this morning a copy of the textbook in order to get a closer acquaintance with it. I think that your system has a famous past behind it, but I venture to say that it has a still greater future before it. I wish your system the best of success, and you may rest assured that I take with me to my own country the most favorable impressions of it."

Teaching Typing to Beginners

Our good friend Harold H. Smith, who has spent two years helping The Gregg Schools in Great Britain in teaching methods, presented a very able paper on How I Teach Beginners in Typewriting. The paper was published in full in *The Gregg Shorthand Magazine*, and we strongly urge all and sundry to read it. "Whether good or bad practice is indulged in," he said in one place, "the habits that cluster around each individual's skill at the beginning

stage, make relatively the deepest impression and predetermine the ultimate limits of his skill."

Mr. Smith gave as an ideal arrangement for the typewriting course, one that is divided into three parts:

	Minimum Weeks	Maximum Weeks
Theory, or Beginning.....	6	10
Skill Development	12	21
Practical Application	(Remainder of Course)	

"As a general rule, without directed learning, the maximum time will be required in every case. With directed learning, through class drills a small portion of each period, and observing other important points, the minimum figures may be safely followed."

Pointers by Mr. Gregg on Teaching Methods

"Modern Methods in the Teaching of Shorthand and Typewriting" was the title of an address by Mr. Gregg, who in part said:

A thing that is interesting me just now is the proper correlation of shorthand and typewriting. Recent surveys in a large number of schools have disclosed the fact that students who can typewrite from plain copy, that is, copying from printed matter,

at 50 or 60 words a minute, cannot transcribe their shorthand notes at an average of more than fifteen or twenty words a minute. After requiring students to transcribe, not from their own notes—in which they would be largely assisted by their memory of the dictated matter—but from plates in the shorthand magazine and in the textbooks, the speed was increased to thirty words a minute in the course of a few weeks.

What is the significance of that? It is this: that in typewriting too much emphasis has been placed on the speed of copying and not of transcribing. Yet we know that the business man's standard of value is based on the rapidity and accuracy with which his dictation is transcribed. The more we emphasize the value of transcribing power, the better satisfaction we shall give to the employers of our students. In the future we are going to time our students on transcription instead of timing them on plain copying, and grade them according to that standard.

Junior Champion Gives Speed Demonstration

That the old country is producing some expert writers is demonstrated by the fact that Miss Peggie Gibbons, winner of the Gregg Shorthand Junior Championship of the British Isles, wrote at speeds of 140, 160, 180 and 200 words a minute in a demonstration before the conference. The demonstration was heartily applauded and thoughts of a future Dupraw arose in the minds of the spectators.



Demonstration Classes in Gregg Shorthand

TEACHERS College of Columbia University has announced through its summer session bulletin that a demonstration course in the teaching of Gregg Shorthand will be offered this summer. A class composed of pupils from Horace Mann High School will be taught elementary Gregg Shorthand in order to show teachers and supervisors effective ways for teaching this subject. The teachers and supervisors who want to observe and participate in the teaching of this class, will enroll in a special demonstration course in the teaching of elementary Gregg Shorthand, and will meet twice a week, also, to discuss the methods of presentation, the teaching materials, and the technique of class management used in the demonstration lessons. In addition, those registered for credit in this course will be given assistance in preparing teaching plans, lesson materials, supervisory standards, and other requisites for the effective teaching of shorthand. The theories underlying the methods used in the demonstration

class will be fully presented in another course on the Teaching of Shorthand.

This is the first time, we believe, that a university in the East has organized a demonstration class in which to show teachers and supervisors just how shorthand should be taught. For some years demonstration classes in the teaching of Gregg Shorthand and other commercial subjects were successfully managed in the summer sessions of the University of California by Earl W. Barnhart, the pioneer in organizing summer session demonstration classes for shorthand teachers. Mr. Barnhart will have general supervision of all the courses for teachers and supervisors of commercial subjects at Columbia Teachers College this summer. Both the demonstration and the theory course for shorthand teachers will be taught by Florence Sparks Barnhart.

A course in the teaching of typewriting and a related demonstration course in the teaching of elementary typewriting will also be offered on the same basis as the shorthand classes.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Repetition Practice in Learning to Type

THE question as to the nature and the amount of repetition practice required while learning to type is constantly recurring. With so many varying theories on the subject, it is no wonder that experienced as well as inexperienced teachers are puzzled.

The problem of learning to type resolves itself into the problem of acquiring, in the most economical way, the fundamental operations of the typewriter. It is common knowledge that habits are formed by repetition, and therefore in any skill subject like typewriting repetition is essential.

Some teachers and authors advocate repetition practice on definite problems of fingering. Others advocate writing sentences to the almost total exclusion of individual word practice. The first method is *intensive* and therefore economical, while the second is *extensive* and wasteful.

The habit of typing certain frequently recurring letter sequences—common to thousands of words—can be acquired much more quickly by repetition practice than in any other way, provided the right attitude is maintained. Such practice must be carried on under conditions which make possible the most *intense concentration*, as the mental aspect of the problem is quite as important as the physical. Repetition practice done in a mechanical way, without giving thought to it, is mere waste.

Various means may be used to make repetition practice interesting. One is to motivate students so strongly that they will find pleasure in acquiring skill in fingering as a distinct problem. Another is to use the rhythm records, which stimulate physical activity and compel rhythm in stroking.

*Repetition practice on sentences or paragraphs, or even on longer passages, is not of so much value as practice on words in the early stages of learning, although it is a fundamental factor in the acquisition of an indispensable type of skill as the learning proceeds. The value of repetition practice lies, for the most part, in the fact that the letter and word

combinations are constantly changing, as they do in typing new matter. It is not desirable to set up automatic habits on particular sentences *as a whole*, because in practical typing sentences constantly change—we do not write one sentence over and over again.

But a word is a *unit in itself* and the writing of it as such is always the same. Good habits established in writing individual words make a distinct gain in skill development. The typist can write these words in any combination with practically equal facility, so far as the words themselves are concerned. In order to maintain a proper balance of the various factors that enter into the problem, however, the writing of sentences must be introduced very early, the greatest advantage being that attention is compelled.

Many teachers of typing attempt to apply, in the early stages of the learning process, the modern method used in teaching reading, thinking that there is a parallel between the processes of learning to read and of learning to type. At a certain stage in the learning process this is true. Reading, however, is interpretive, and is a combination of observational and mental powers. The typist uses these factors, of course, but a third factor must be treated as a distinct problem in learning to type—the mechanical skill of making the correct finger responses to the stimulus of seeing the words. This is merely a matter of acquiring such a degree of mechanical skill that the fingers respond accurately and quickly to the sight of the word. Intensive practice of this kind is more economical of the learning time than the writing of sentences.

Acquiring command of the keyboard so that the reaches can be made rapidly and accurately, while at the same time storing up a vocabulary of the most-used words, is the beginning step in typing; but it is only a phase of the learning.

With this accomplished we then come into another area, a higher level of skill development.

Organizing and Conducting Clubs

THE organization of clubs as an extra-curricular activity in practically every high school of the country makes the new book, "Commercial Clubs," by Archibald Alan Bowle exceedingly useful. From correspondence received on the subject we cull the following:

"Your section on organization revealed ideas with such ease and simplicity of expression that we are reading it in our Normal class in response to a request for information on that very subject," writes Miss Irene A. Skinner, vice-president of the Academy of Dramatic Education, Chicago, Illinois.

And says W. L. Peterson, director of the Department of Business Training, San Diego (California) Senior High School, "I have just finished reading your new book 'Commercial Clubs.' It is one of those books that fills a definite place in the literature of business education. We could have used it dozens of times in the past few years, and I am sure we shall use it many times in the near future.

"If present indications mean anything we can expect tremendous development and expansion along the line of extra-curricular activities in the near future. This condition makes your book timely, inasmuch as so many school people are groping for guidance in this phase of school work."



Obituary

John W. Manuel

IT is with deep regret that we record another sudden death, last December, among our ranks of Gregg friends—John W. Manuel, owner and head of the Twentieth Century Business College of West Palm Beach, Florida, who died December 27.

Mr. Manuel was nearly sixty years of age, but he was still actively engaged in the profession to which he had given the last twenty-five years of his life. He was well known throughout the country as an instructor in commercial subjects, and was well beloved by his fellow-teachers—"a very sincere and a very splendid, efficient teacher and manager," in the words of one who was with him at Mobile Business College as well as at his own school, which he opened four years ago at West Palm Beach.

We extend to Mrs. Manuel our sincerest sympathy in her bereavement.

Helps for Shorthand Teachers

The Q's and A's of Shorthand Theory

By John Robert Gregg

Mr. Gregg's latest book might properly be called the shorthand teacher's encyclopedia. Contains answers to more than 200 actual questions about rules, principles, and outlines, with a supplement containing copious lists of analogical endings of words—with shorthand illustrations. A veritable mine of information for students, writers, and teachers.

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CONVENTIONS

Commercial Section

Pennsylvania State Educational Association

Harrisburg, Pennsylvania, December 29, 1926

Report by George Preston Eckels

THE meeting was preceded by a banquet on Tuesday evening given by Charles R. Beckley, president of Beckley College, Harrisburg, and was attended by more than a hundred commercial teachers and friends of commercial education—including as guests of honor the president of the Chamber of Commerce, and Dr. C. H. Garwood, superintendent of schools at Harrisburg.

After a feast which will long be remembered, President Beckley, acting as toastmaster, proved himself not only a champion of commercial education, but a ready speaker as well.

Dr. Garwood in a short, masterful address paid a high tribute to the type of education for which the group stood, and showed his own appreciation of this type of work not only by what he said but by his presence, for he was also scheduled elsewhere during the evening.

Dr. Calvin O. Althouse, head of the Commercial Department of the Central High School of Philadelphia, was the speaker of the evening. Beginning with his ready flow of wit and humor, he launched into a most scholarly address, which not only proved him the able educator he is, but a polished speaker as well.

During the evening the Beckley College orchestra interspersed pleasing musical numbers. At the conclusion of the banquet the guests mingled freely and all singing Mr. Beckley's praise for the splendid feast and entertainment.

Wednesday Morning

Wednesday morning's program opened with a talk on the subject, "A New Day in Commercial Education," by Mr. G. P. Eckels, Philadelphia representative of The Gregg Pub-

lishing Company. Mr. Eckels stated that in commercial education, as in business, every day is a new day. He regrets that we cannot so accurately measure our day's work in education as we do in business. The new day he contrasted with the day of fifteen or twenty years ago, showing the wonderful strides that have been made from the time when commercial education meant a course in bookkeeping, typewriting, and shorthand to today when the term includes work done in secondary schools, higher institutions of learning, colleges of commerce, and teacher-training courses.

Looking a day ahead, he predicted that commercial education would come to be recognized as a type of education that lends itself better to the improvement of the individual than any other type, and that shorthand as a supplement to longhand writing must come to be recognized as necessary to all who have much writing to do.

State Secretary Lansburgh Speaks

The second topic, "Education that is truly Professional," was discussed by Dr. Richard H. Lansburgh, State Secretary of Labor and Industry, formerly a member of the faculty of the University of Pennsylvania.

Dr. Lansburgh's address, although emphasizing the professional idea in commercial education, gave some of the most practical ways by which we may make the work truly professional. He said we are educating for life and must be careful not to teach the thing that no one wants to do at fifty years of age and no way out. Be careful of the foundations. Read the financial reports. Develop initiative. Teach students to complete what they start. Don't give them impressions that they are to go out and become leaders at once. These were a few of the good suggestions he made.

The final discussion was covered in three talks—Dynamic Knowledge, to be gained (1) From Professional Reading, by Prof. C. F. Nemeyer, Scranton High School; (2) From Practical Contact, by Mary C. Goodwin, Shingle House High School; (3) From a Study of Personalities, by Mary Gregg Darrow—all well worth hearing.

The attendance was one of the largest ever assembled for this section meeting, and much credit is due to the president, Prof. A. J. Eby,

of Beckley College, for his initiative in developing such interest on the part of the commercial teachers of the state.

New Officers

The new officers for next year are as follows:

President, A. J. Eby, Beckley College
Vice-President, A. P. Orth, Harrisburg High School
Secretary, Nellie Cleary, Duryea High School



Trade Experience for Instructors

*Executive, in Speaking before Meeting of New York City Gregg Teachers,
 Urges Teachers to Enter Commerce*

THE personality and the psychiatric, sociological, and psychological aspects of the individual student as a potential employee were stressed at the second meeting of the New York City Gregg Shorthand Teachers' Association at the Hotel Pennsylvania.

What a Large Department Store Expects of Stenographers

The guest speaker was Austin S. Donaldson, assistant general manager of R. H. Macy & Co., who told what his company expects of a commercial course graduate. The answer to the question: "How are different kinds of schools meeting these expectations?" was offered by Miss Sadie Krupp, of Thomas Jefferson High School, for the senior high schools; Principal E. J. Sweeney, of the Bayonne Junior High School, for his type of school; Miss Edna M. Kershaw, of the East Side Continuation School, for the continuation schools, and D. W. Frazier, of the Drake Business School, Paterson, N. J., for the private schools.

As to progress in methods and practices, the commercial schools are trailing far behind business and commerce, according to Mr. Donaldson, who maintained that the average commercial teacher "does not know what is going on in business." He continued:

The commercial school teacher should be permitted to get out and get into business as a part of her training, and after commencing her classroom work should keep in close contact with business and the commercial world in order that she may progress with it.

"In the thinking of many, the essential thing in school preparation of students for work in the commercial field seems to center around

the number of periods a week spent in the acquisition and mastery of certain subject matter," declared Mr. Sweeney, in speaking for the junior high schools. "I have doubted the efficiency of such limited preparation and am still strongly convinced that the type of so-called commercial education cannot be justified in the light of the aims and purposes of this transitional unit in our public school system.

"The junior high school with which I am connected assumes that it is its duty to develop intelligent and efficient citizens by teaching its pupils to do better the desirable activities in life that they are most likely to do anyway, and by revealing to them higher types of activities that lie ahead of them in school and out of school."

Mr. Frazier, speaking for the business schools, stated that he had been unable to find any group of employers who knew what they wanted or who seemed to want any particular standard of training. He said that the private business school gets the job first and tries to pick and fit the student to the job.

Organization of Commercial Curriculum

In answer to the question, "Can Commercial Education succeed best on a curriculum organization bases?" Dr. Edward J. McNamara, principal of the High School of Commerce, New York City, prefaced his remarks with the story of a servant, who, when questioned as to her previous position—"How long were you with Mr. So and So?"—replied, "I was never with him, I was always *agitt* him." Commercial teachers frequently find themselves in that predicament, Mr. McNamara is sure. Where the head of the school has no sympathy

(Continued on page 293)

Convention of the National Commercial Teachers Federation

Hotel Sherman, Chicago, Illinois

December, 28, 29, 30, 1926

(Continued from the March issue)

Public Schools Department

Presiding: J. Walter Ross (President), South Hills High School, Pittsburgh

IN the beautiful Louis XVI room, the Public Schools Department delved into the realm of research, took an imaginative trip to the British Isles to study the situation of commercial education there, and listened to a discussion of the cultural, educational, and practical value of bookkeeping.

Research Program Proposed

Mr. E. G. Blackstone, Ph.D., State University of Iowa, outlined a program for research in commercial education, stressing the necessity for such work. The marvelous and rapid growth of this field of education has allowed abuses to creep in which can only be rectified by scientific research and study. It is to the growth of the measurement movement and to the development of techniques for studying large numbers of cases and arriving at conclusions from them, that we owe the discovery of these faults, he pointed out. And such methods must be used to raise commercial education to the high plane which it should rightfully enjoy.

Employment opportunities in communities of various sizes and types; initial positions available within the community and within the communities to which our commercial students move; extent and direction of the movement of pupils from town to town and from state to state; occupational histories of graduates and dropouts from commercial classes; promotional avenues which are followed by students as they progress from job to job; job analyses, objective measurement devices, teaching procedures, are some of the questions for the investigator to solve by research. "Business no longer depends upon tradition and the practice of yester-year," Mr. Blackstone reminded his hearers; "science has long ago abandoned opinion and theory. Other school departments are striving to develop a founda-

tion of research and measurement. We too, must make the shift or we shall lose the confidence of the people."

The nature of the programs of teachers' associations shows the trend toward scientific investigations. This shift is very apparent and it is a very good omen. While the commercial education research of the nation is widespread, it is still uncentralized, and Mr. Blackstone believes that the next step is the centralization of effort with one controlling power. He summarized a comprehensive program of research to include the following divisions:

1. Occupational surveys
2. Occupational histories
3. Job-analyses
4. Teaching procedures
5. Objective measurement devices
6. Teacher-training curricula
7. Development of experimental laboratories and experimental schools
8. Studies of the most effective methods of supervision and administration of commercial departments in our schools.

Testing Transcription Speed

"The Transcript is the test of stenographic ability," said Mr. Clay D. Slinker, director of Business Education, Des Moines, Iowa. The results of tests which have been given show conclusively "that the early transcribing habit should be formed while writing from familiar matter, as well as from new matter."

It was found that "pupils writing at 100 words a minute in shorthand and fifty words a minute in typewriting, had a medium transcribing speed in one school of only 14 or 15 words a minute and in another school of 20 words a minute."

When a later test was given, the transcribing rate attained was an average of 30 words

a minute with an accuracy of 94% and an efficiency of 97.1%. While some of the pupils transcribed at 40 words a minute, "it is our impression that large numbers of fourth-semester pupils who ever average anything like that speed are very rare."

Mr. Slinker stressed the point that the teacher must keep her assignments within the ability of the pupils and see that the pupils gain the satisfaction which comes from the consciousness of having succeeded.

The tests referred to were eleven business letters from which all unusual words and technical terms had been eliminated. Dr. Horn's 2,000 words were taken as a guide in the choice of a vocabulary, and 98.21% of the words used in the body of the letters were from this list. The average intensity of the matter was 5.07%. The dictation was at the rates of from 85 to 100 words a minute. 1,100 words were read in 15 minutes. Permission was given to use the dictionary and other reference books.

One thing of interest in these tests was the definite correlation of speed and accuracy. Twenty-five per cent of the pupils had grades of 97% or better, and this group had a transcribing speed of 26 words a minute. Twenty-five per cent had grades of 85% or lower, and this group had a transcribing speed of only 16 words a minute. Mr. Slinker stated that the 562 cases are perhaps not enough on which to base a final conclusion, but they point the way to the belief that more definite effort must be given to transcribing than heretofore.

Commercial Education in England

Mr. C. I. Brown, who has spent the past four years in Great Britain as manager of the London office of The Gregg Publishing Company, gave a most interesting address on the situation of commercial education in that country.

There is a wholesome desire on the part of school authorities and teachers to improve their methods of administration and teaching along the line of modern thought. This is particularly true in such skill subjects as shorthand and typewriting, and the wonderful improvement in the work which is reflected in the examination results of such a leading body as The Royal Society of Arts speaks well for the effort.

Mr. Brown described the various kinds of schools in which commercial training is given and outlined the curriculum. The standards of the commercial teacher over there are high, as exemplified by the requirements for license to teach. On this phase, he said:

Every commercial teacher in the city of London, and throughout the whole of the country, for that matter, must possess some mark of qualification. The

teacher must satisfy the council that he or she is a capable instructor, well qualified to handle the subject in question. One qualification which every teacher of shorthand must possess is a speed certificate issued either by The Royal Society of Arts or the London Chamber of Commerce, testifying to the fact that the said teacher can actually write the system at a certain speed—80 or 100 words a minute. The regular examination for shorthand teachers requires them to pass a test on the theory of the system—one in turning shorthand into longhand, one turning longhand into shorthand—on class management, and a speed paper, as well as giving a trial lesson on the blackboard.

Mr. Brown dwelt at some length on the results of the Royal Society of Arts examination in shorthand, in which it is interesting to note that writers of Gregg Shorthand did conspicuously well. The final figures showed total successes at speeds ranging from 50 to 140 words a minute, of 67.27% by writers of this system as compared with 49.87% for those writing the Pitman system.

While the teachers' conferences had usually taken on more of a social air than is the case with American conventions, yet the teachers' organizations in Great Britain are now devoting much time to the discussion of actual teaching problems.

Concluding, Mr. Brown said:

I am delighted with the English, Scotch, Irish, and Welsh people. In many ways they are the most polite and the most charming people in the world. . . . Many of the differences between the two countries will disappear when the Englishman on his part comes to realize that he will not find in America the same conditions to which he is accustomed in England, and the American on his part realizes he will not find in England those conditions to which he is accustomed in America.

I lived long enough in England to learn many of their characteristics, their likes and dislikes. They like Americans to be natural; they hate boasting of any kind, therefore, if an American would get on well there, let him be earnest, courteous, and quiet of manner.

Methods of Teaching Bookkeeping

In a lively, spirited address Col. Wallace H. Whigam, of Carl Schurz High School, Chicago, dealt with "Bookkeeping—My Method." "When we consider a subject in the curriculum of our public school system," he said, "we must look at it from a democratic standpoint—what is it doing to bring about or to assist in developing good citizenship? We cannot otherwise justify the expenditure of public money for its continuation and maintenance.

The teaching of bookkeeping is no exception to the rule. It must stand the test. Does it lend a hand toward the creation of good citizenship? We think it does. I might enumerate a few angles emanating from and toward good citizenship that result from the proper teaching of the subject, viz., gives a knowledge of business and of the relationship of capital to labor; records the processes of making a living,

(Continued on page 289)

References for Supplementary Material

Gregg Shorthand

By Corie

Student in the Commercial Teacher-Training

Lesson I.—CONSONANTS AND VOWELS.

- References: Gregg Speed Studies, pages 21-25
 Graded Readings (Hunter), pages 1-6, inclusive
 Analytical Lessons in Gregg Shorthand (Frick), page 21
 Lesson Plans (Westenhaver), pages 2-4
 Progressive Exercises (Gregg), pages 2-4
 The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 5-10
 Graded Dictation (Rasmussen)
 Word and Sentence Drills in Gregg Shorthand (Markett)
 Notes on Lessons in Gregg Shorthand (Wheatcroft), pages 2-5.

Lesson II.—DOWNWARD WRITTEN CONSONANTS.

- References: Gregg Speed Studies, page 25
 Graded Readings (Hunter) Lesson 2, page 7
 Practical Drills in Shorthand Penmanship (McClure), Plate 11
 Analytical Lessons in Gregg Shorthand (Frick), page 43
 Lesson Plans (Westenhaver), page 9
 Progressive Exercises (Gregg), page 5
 The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 11-17
 Notes on Lessons in Gregg Shorthand (Wheatcroft), pages 6-8.

Lesson III.—THE O-HOOK.

- References: Gregg Speed Studies, Drills 1, 2, 3, pages 30-31
 Graded Readings (Hunter), Lesson 3, page 13
 Supplementary Exercises in Gregg Shorthand, Lesson 3
 Analytical Lessons in Gregg Shorthand (Frick), page 48
 Lesson Plans (Westenhaver), page 15
 Progressive Exercises (Gregg), pages 8-10
 The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 18-22
 Notes on Lessons in Gregg Shorthand (Wheatcroft), pages 9-12.

Lesson IV.—THE OO-HOOK.

- References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 16
 Gregg Speed Studies, pages 33-36
 Practical Drills in Shorthand Penmanship (McClure), Plates 16-17
 Graded Readings (Hunter), pages 19-24
 Analytical Lessons in Gregg Shorthand (Frick), page 56
 Lesson Plans (Westenhaver), pages 11-13, 30
 Progressive Exercises (Gregg), pages 11-13
 The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 23-32.

Lesson V.—S AND TH.

- References: Practical Drills in Shorthand Penmanship (McClure), Plates 1-6
 Gregg Speed Studies, pages 37-40
 Gregg Writer (magazine)
 Progressive Exercises (Gregg), pages 13-15

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g Department, State University of Iowa

Analytical Lessons in Gregg Shorthand (Frick), page 71
Lesson Plans (Westenhaver), page 27
American Shorthand Teacher, September, 1924, pages 16-17
The Individual Promotion Method for Teaching Gregg Shorthand
(Brewbaker), pages 33-39
Notes on Lessons in Gregg Shorthand (Wheatcroft), pages 17-20
Gregg Shorthand Phrase Book, page ix, Introduction.

Lesson VI.—DIPHTHONGS.

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 21
Practical Drills in Shorthand Penmanship (McClure), Plates 22-24
Gregg Speed Studies, pages 41-42
Analytical Lessons in Gregg Shorthand (Frick), page 105
Lesson Plans (Westenhaver), page 37
Progressive Exercises (Gregg), pages 17-19
Graded Readings (Hunter), pages 31-36
The Individual Promotion Method for Teaching Gregg Shorthand
(Brewbaker), pages 40-48
Shorthand Dictation Drills, pages 1-2
Gregg Shorthand Phrase Book.

Lesson VII.—BLENDED CONSONANTS.

References: Gregg Shorthand Phrase Book, pages 1-5
Notes on Lessons in Gregg Shorthand (Wheatcroft), page 25
Gregg Speed Studies, pages 43-48
Practical Drills in Shorthand Penmanship (McClure), Plates 28-29
Wordsign Drills (*Gregg Writer*, magazine)
Lesson Plans (Westenhaver), page 43
Analytical Lessons in Gregg Shorthand (Frick), page 124
Progressive Exercises (Gregg), pages 20-22
Graded Readings (Hunter), pages 37-42
Shorthand Dictation Drills, pages 3-4
The Individual Promotion Method for Teaching Gregg Shorthand
(Brewbaker), pages 49-58.

Lesson VIII.—THE RULES FOR EXPRESSING "R."

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 29
Gregg Speed Studies, page 49, Drill 1
Gregg Writer (magazine)
Analytical Lessons in Gregg Shorthand (Frick), page 156
Lesson Plans (Westenhaver), page 54
Progressive Exercises (Gregg), pages 23-24
Graded Readings (Hunter), pages 43-48
Shorthand Dictation Drills, pages 5-6
The Individual Promotion Method for Teaching Gregg Shorthand
(Brewbaker), pages 59-65.

Lesson IX.—WORDSIGNS.

References: Supplementary Exercises in Gregg Shorthand, page 61
Notes on Lessons in Gregg Shorthand (Wheatcroft), page 33
Gregg Speed Studies, pages 56-58

Words and Sentence Drills for Gregg Shorthand H. P., pages 135-139
 Analytical Lessons in Gregg Shorthand (Frick), page 174
 Lesson Plans (Westenhaver), page 64
 Progressive Exercises (Gregg), pages 26-29
 Graded Readings (Hunter), pages 49-54
 The Individual Promotion Method for Teaching Gregg Shorthand
 (Brewbaker), pages 65-71
 Shorthand Dictation Drills, pages 6-7
American Shorthand Teacher, June, 1925, page 427.

Lesson X.—THE ABBREVIATING PRINCIPLE.

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 39
 Gregg Speed Studies, pages 62-63
 Analytical Lessons in Gregg Shorthand (Frick), page 174
 Lesson Plans (Westenhaver), page 64
 Progressive Exercises (Gregg), pages 26-29
 Graded Readings (Hunter), pages 49-54
 The Individual Promotion Method for Teaching Gregg Shorthand
 (Brewbaker), pages 72-78
 Shorthand Dictation Drills, pages 7, 8, 9.

Lesson XI.—PHRASE WRITING.

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 43
Gregg Writer (magazine), Phrase writing
 Analytical Lessons in Gregg Shorthand (Frick), page 215
 Lesson Plans (Westenhaver), page 92
 Progressive Exercises (Gregg), pages 33-35
 Graded Readings (Hunter), pages 61-66
 The Individual Promotion Method for Teaching Gregg Shorthand
 (Brewbaker), pages 83-89
 Gregg Speed Studies, pages 65-70
 Gregg Shorthand Phrase Book.

Lesson XII.—OMISSION OF VOWELS.

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 51
 Gregg Speed Studies, pages 72-76
 Progressive Exercises (Gregg), pages 36-38
 Analytical Lessons in Gregg Shorthand (Frick), page 232
 Lesson Plans (Westenhaver), page 101
 Graded Readings (Hunter), pages 67-72
 The Individual Promotion Method for Teaching Gregg Shorthand
 (Brewbaker), pages 90-96
 Shorthand Dictation Drills, pages 13-14, 15.

Lesson XIII.—JOINED PREFIXES.

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 55
 Analytical Lessons in Gregg Shorthand (Frick), page 257
 Lesson Plans (Westenhaver), page 120
 Progressive Exercises (Gregg), pages 39-41
 Graded Readings (Hunter), pages 73-78
 The Individual Promotion Method for Teaching Gregg Shorthand
 (Brewbaker), pages 96-107
 Shorthand Dictation Drills, pages 16-17-18
 Gregg Speed Studies, pages 80-83.

Lesson XIV.—THE "TR" PRINCIPLE—DISJOINED PREFIXES.

References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 59
 Analytical Lessons in Gregg Shorthand (Frick), page 270
 Lesson Plans (Westenhaver), page 128
 Progressive Exercises (Gregg), pages 42, 44
 Graded Readings (Hunter), pages 79, 84
 The Individual Promotion Method for Teaching Gregg Shorthand
 (Brewbaker), pages 108, 113
 Shorthand Dictation Drills, page 23
 Gregg Speed Studies, pages 87-90.

Lesson XV.—DISJOINED PREFIXES.

- References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 63
Gregg Speed Studies, pages 95-98
Analytical Lessons in Gregg Shorthand (Frick), page 280
Lesson Plans (Westenhaver), page 137
Progressive Exercises (Gregg), pages 45-47
Graded Readings (Hunter), pages 85-90
The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 114-119
Shorthand Dictation Drills, pages 24-27.

Lesson XVI.—JOINED SUFFIXES.

- References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 67
Gregg Speed Studies, pages 104-105
Analytical Lessons in Gregg Shorthand (Frick), page 291
Lesson Plans (Westenhaver), page 142
Progressive Exercises (Gregg), pages 48-50
Graded Readings (Hunter), pages 91-96
The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 119-127
Shorthand Dictation Drills, pages 27-31.

Lesson XVII.—DISJOINED SUFFIXES.

- References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 71
Gregg Speed Studies, pages 108-112
Analytical Lessons in Gregg Shorthand (Frick), page 301
Progressive Exercises (Gregg), pages 51, 53
Graded Readings (Hunter), pages 97-102
The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 126-132
Shorthand Dictation Drills, pages 32-36
Lesson Plans (Westenhaver), page 153.

Lesson XVIII.—DISJOINED SUFFIXES.

- References: Gregg Speed Studies, pages 115-119
Analytical Lessons in Gregg Shorthand (Frick), page 306
Gregg Reporter (Gregg), page 53
Progressive Exercises (Gregg), pages 54-56
Graded Readings (Hunter), pages 103, 108
The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 133-138
Shorthand Dictation Drills, pages 36-40
Notes on Lessons in Gregg Shorthand (Wheatcroft), page 74.

Lesson XIX.—ADVANCED PHRASE WRITING.

- References: Gregg Speed Studies, pages 121-127
Notes on Lessons in Gregg Shorthand (Wheatcroft), page 75
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Gregg Shorthand Phrase Book
Lesson Plans (Westenhaver), page 164
Progressive Exercises (Gregg), pages 57-59
Graded Readings (Hunter), pages 109-114
The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 139-147
Shorthand Dictation Drills, pages 41-45
Gregg Speed Studies, pages 121-127.

Lesson XX.—INITIALS—PRINCIPAL CITIES, ETC.

- References: Notes on Lessons in Gregg Shorthand (Wheatcroft), page 83
Gregg Writer (magazine), March, 1924; June, 1924
Gregg Speed Studies, pages 130-134
Analytical Lessons in Gregg Shorthand (Frick), page 324
Lesson Plans (Westenhaver), page 171
Progressive Exercises, pages 60-62
Graded Readings (Hunter), pages 114-120
The Individual Promotion Method for Teaching Gregg Shorthand (Brewbaker), pages 148-159
Shorthand Dictation Drills, pages 46-50
Supplementary Exercises in Gregg Shorthand, pages 61-62.

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Gentlemen: Without any obligation on my part please send me a copy of your Bulletin.

Name

Street and Number

City State

A Poster for your Bulletin Board will also be sent free on request.

Directory of Summer Schools for Teachers

S**SPECIAL COURSES** in Commercial Teacher Training will be offered this summer at the following schools according to announcements sent us recently. This list includes all schools from whom information is now on hand. Any additional listings received before April 1 will be reported in our May issue.

Arizona

Northern Arizona State Teachers College,
Flagstaff.

Two terms of five weeks, June 20 to August 26.
Complete courses in content and method of commercial subjects under competent instructors.
Tom O. Bellwood, Dean.

Lamson School for Private Secretaries,
Phoenix.

Content and method courses in Gregg Shorthand, typewriting, accountancy; also course in supervision of commercial training.
June 6 to September 2.
Flora J. Weatherford, Director.

California

Armstrong College of Business Administration,
Berkeley.

Classes in education for citizenship, educational psychology, principles of education, public education in California, directed teaching, commercial occupations; methods of teaching accounting, Gregg Shorthand, typewriting, mathematics, penmanship, correspondence; content courses in accounting, Gregg Shorthand, typewriting, economics, economic geography; courses preparatory to state certification.
June 27 to August 26.
J. Evan Armstrong, Director.

University of Southern California, Los Angeles.

Content courses in accounting and salesmanship. Class discussion of commercial teacher's problems.
June 27 to August 5.
Lester B. Rogers, Dean.

Munson School for Private Secretaries, San Francisco.

Courses in shorthand, typewriting and allied subjects.
Elliott Smith, Manager.

Stanford University, Stanford.

Content courses in Gregg Shorthand, typewriting, advertising, salesmanship, accounting, and supervision.

June 21-August 27 Academic Quarter.
June 21-July 30 Six Weeks' Division.
Russell Marion Howard and Wallace Wright, Instructors.
John A. Sellard, Dean of Summer Session.

Colorado

Colorado Agricultural College, Fort Collins.

Bookkeeping, beginning and advanced shorthand, typewriting, penmanship, methods in commercial teaching, psychology of advertising and selling.
June 13 to August 26.
George T. Avery, Director.

Colorado State Teachers College, Greeley.

Methods courses in shorthand, typewriting, accounting, penmanship, law and accounting.
Twelve weeks, beginning June 15.
A. O. Colvin, Director.

Georgia

Bryan-Hatton Business College, Atlanta.

Theory and Practice of Gregg Shorthand.
Opening date—At convenience of teacher.
S. P. Hatton; and Thomas L. Bryan.

Draughon's Practical Business College, Atlanta.

Courses in both content and methods of teaching Gregg Shorthand, typewriting, office practice, bookkeeping and accounting, salesmanship, and other commercial subjects.
Six weeks, July 5 to August 12.
Charles E. Hainfeld, Instructor.
Clark E. Harrison, Manager.

Idaho

Idaho Technical Institute, Pocatello.

Content courses in Gregg Shorthand, typewriting, accounting, advertising, salesmanship; methods courses in shorthand, typewriting, bookkeeping, penmanship.

June 6 to August 5.

H. C. Goggins, Director.

Illinois

Gregg School, Chicago.

Content and methods courses in shorthand and other commercial subjects.

July 5 to August 12.

John Robert Gregg, President.

Henry J. Holm, Principal.

University of Chicago, Chicago.

Methods courses in shorthand, typewriting and related business subjects.

June 20.

Miss Ann Brewington, Head of Secretarial Department.

Western Illinois State Teachers College, Macomb.

Courses in shorthand, typewriting, bookkeeping, accounting, penmanship.

Six weeks. First term, June 6; Second term, July 15.

J. A. Kirby, Director.

Illinois State Normal University, Normal.

Beginning and advanced shorthand, accounting, law and other business subjects.

Two six-week terms.

June 11, 1927.

David Felmley, President.

Arthur Williams, Director, School of Commerce.

Gem City Business College, Quincy.

Methods courses in shorthand, secretarial subjects, and accounting.

Six to twelve weeks—June 1.

T. E. Musselman, Director.

Indiana

Lockyear's Business University, Evansville.

Normal courses in shorthand, typewriting, dictation.

Three months—May 31.

Thos. H. Black, Director.

Ball Teachers College, Muncie.

Intermediate and advanced dictation, methods of

teaching shorthand and typewriting, beginning and advanced courses in typewriting.

Two terms of five weeks each—June 13 and July 18.

M. E. Studebaker, Director.

Valparaiso University, Valparaiso.

Beginning classes in shorthand and typewriting and methods of teaching these subjects.

Ten weeks—June 13.

M. E. Zimmerman, Director.

School of Commerce and Finance, Indiana University, Bloomington.

Advanced typewriting, shorthand and office practice and methods courses in shorthand and typewriting.

Eight weeks—June 10.

H. L. Smith, Dean.

Iowa

State University of Iowa, Iowa City.

Methods of teaching commercial subjects, tests and measurements in commercial education, review of research in commercial education, administration and supervision of commercial education.

Six weeks—June 13.

E. G. Blackstone, Director.

Penn School of Commerce, Oskaloosa.

Regular commercial courses for teachers.

Twelve weeks—June 13.

H. D. Proffitt, Director.

Iowa State Teachers College, Cedar Falls.

Regular and methods courses in shorthand, typewriting, accounting, business correspondence, advertising, law, retail selling.

Twelve weeks—June 1.

Homer H. Seerley, President.

Kansas

Kansas State Teachers College, Emporia.

Elementary stenography covering the Gregg Manual, five hours credit; elementary typewriting, three hours credit.

Eight weeks—June 1, 1927.

L. A. Parke, Director.

Kansas State Teachers College, Hays.

Elementary stenography, five hours credit; elementary typewriting, three hours credit; advanced typewriting, three hours credit.

Nine weeks—June 7.

Harriet Schwenker, Director.

Kentucky

Bowling Green Business University, Bowling Green.

Methods courses for beginning and experienced teachers in shorthand, typewriting, bookkeeping, accounting, penmanship.

Eleven weeks—May 31 and July 13.

Maine

University of Maine, Orono.

Courses in principles and methods of teaching Gregg Shorthand, typewriting, and bookkeeping. Classes to be conducted in conjunction with Beal School of Commerce, Bangor.

Six weeks. Opening date, July 5, 1927.

J. W. Hamlin (Beal School of Commerce, Bangor), Director.

Maryland

Baltimore Business College, Baltimore.

Commercial teacher-training course. Elementary, advanced, and methods of teaching Gregg Shorthand, typewriting, and bookkeeping.

June 20 to July 29.

E. H. Norman, President.

Johns Hopkins University, College for Teachers, Homewood, Baltimore.

Methods of teaching shorthand, typewriting, and bookkeeping. Teaching of commercial subjects in secondary schools.

June 27 to August 6.

Mrs. Frances D. North, and Clyde B. Edgeworth, Instructors.

Dr. Edward F. Buchner, Director.

Massachusetts

Boston University Summer Session, 688 Boylston Street, Boston.

Courses in elementary and intermediate shorthand (Gregg), methods of teaching shorthand (Gregg), elementary and intermediate typewriting, methods of teaching typewriting, and methods of teaching bookkeeping in secondary schools. Other courses are also offered which also give credit toward degrees.

Six weeks. Opening date—July 5, 1927.

Alexander H. Rice, Director.

Bryant & Stratton Commercial School, 334 Boylston Street, Boston.

Regular courses in Gregg Shorthand, typewriting, bookkeeping, and all other commercial subjects.

Six weeks—July 5, 1927.

J. W. Blaisdell, Principal.

Burdett College, 18 Boylston Street, Boston.

Courses in bookkeeping, arithmetic, penmanship, Gregg Shorthand, typewriting, English, and spelling.

Eight weeks—July 5, 1927.

Harry B. Wells, Principal.

Harvard University, Graduate School of Education, Cambridge.

Course SH5, Principles of Commercial Education, dealing with the fundamental principles on the basis of which any commercial education program must be organized.

Course SH8, High School Commercial Education.

Six weeks—Opening date—July 5, 1927.

Dr. Henry W. Holmes, Dean.

Professor F. G. Nichols, Instructor.

Bay Path Institute, Springfield.

Courses in theory and teaching methods in commercial subjects. Also teachers' course in Gregg Shorthand Theory (leading to teacher's certificate).

July 5 to August 12, 1927.

C. F. Gough, Director.

Simmons College, 300 The Fenway, Boston.

Courses in regular subject matter in all commercial subjects including Gregg Shorthand, also subject matter and methods courses combined presenting brief courses in subject matter and methods of teaching it.

Six weeks. Opening date—July 5, 1927.

Dr. Edward H. Eldridge, Director.

Burdett College, 74 Mount Vernon Street, Lynn.

Courses in advanced speed in Gregg Shorthand.

Four weeks. Opening date, July 5, 1927.

H. W. Pelton, Principal.

Michigan

University of Michigan, Ann Arbor.

Methods of Teaching Industrial Subjects; Principles of Commercial Education; High School Commercial Education; Seminary in Vocational Education and Vocational Guidance.

June 24 to August 19.

Edward H. Kraus, Director.

The Business Institute, Detroit.

Teacher-training course.

A. F. Tull, President.

Western State Normal School, Kalamazoo.

Beginning and methods courses in shorthand, typewriting and accounting.

Six weeks—June 27.

E. D. Pennell, Director.

Minnesota

Collegiate Business Institute, Inc., Minneapolis.

Teacher-training courses in all commercial subjects.

June 20.

Katherine Schwirtz, Director.

Minneapolis Business College, Minneapolis.

Teacher-training courses in all commercial subjects.

Ten weeks—June 11.

J. H. Mosher, President.

Rasmussen Practical Business School, St. Paul.

Normal courses in stenographic and business subjects.

Three months—June 1.

Walter Rasmussen, Director.

Twin City Business University, St. Paul.

Teachers courses in elementary and advanced shorthand, typewriting, and related subjects.

Ten weeks—June 13.

W. C. Stephens, President.

Burton A. Cable, Principal Normal Department.

Missouri

State Teachers College, Cape Girardeau.

Shorthand, typewriting and bookkeeping.

Ten weeks—May 31.

Joseph A. Serena, Director.

State Teachers College, Kirksville.

Beginning, advanced, and methods courses in shorthand, typewriting, secretarial subjects, penmanship and accounting.

Ten weeks—May 30 to August 5.

P. O. Selby and Mrs. Gertrude Holloway, Directors.

Central Missouri State Teachers College, Warrensburg.

Shorthand, typewriting, and other business subjects.

Ten weeks—June 6.

Walter E. Morrow, Director.

E. L. Hendricks, President.

Nebraska

Chadron State Normal College, Chadron.

Beginning, advanced, and methods courses in shorthand, typewriting, and other business subjects.

Twelve weeks—June 4.

Maybelle Rardin, Director.

Lincoln School of Commerce, Lincoln.

All regular commercial subjects with special emphasis on shorthand, typewriting, and bookkeeping.

Twelve weeks—June 6.

T. A. Blakeslee, President.

Peru State Teachers College, Peru.

Elementary and advanced shorthand, typewriting, beginning and advanced accounting.

Six or twelve weeks—June 6 to July 13; July 14 to August 19.

W. R. Pate, President.

Nona Palmer, Head of Department.

Nevada

University of Nevada, Reno.

Content courses in commercial subjects under competent instructor.

June 13 to July 22.

F. W. Traner, Director.

New Jersey

Rider College, Trenton.

Special courses for commercial teachers according to individual needs. Supplementary work toward degree.

July 5 to August 13.

John E. Gill, Dean.

New Mexico

New Mexico Normal University, East Las Vegas.

Methods courses in shorthand and typewriting.

Six weeks—June 13.

Mrs. Lillian Miller, Director.

New York

Albany Business College, Albany.

Theory classes in Gregg Shorthand and other commercial subjects.

Opening date—At convenience of teacher.

Closing date—August 12.

Prentiss Carnell, Director.

New York State College for Teachers, Albany.

Elementary and Advanced courses in Gregg Shorthand.

Credits allowed for each course—2 hours.

July 5 to August 13.

Instructor—G. M. York.

W. C. Decker, Director.

University of Buffalo, Summer Session, Buffalo.

Methods of teaching and organization of commercial subjects, including shorthand, typewriting, bookkeeping, accounting, economics, etc.
Two credits allowed for each course.

July 6 to August 12.

H. I. Good, Juvenalia Caseman, and Ralph Epstein, Instructors.

Dr. C. H. Thurber, Director.

Columbia University, Teachers College, New York City.

Stenography s1—Elementary. Credit X. 4 points. Section 2—10:30-12:20, Room 615 Business. Miss Ethel A. Rollinson (Gregg).

Stenography s2—Intermediate. Credit X. 4 points. Section 2—8:30-10:20, Room 507 Journalism. Mr. C. W. Kean (Gregg).

Education s259E—Organization of Secondary School Commercial Courses. Credit II, IV. 2 points. Mr. E. W. Barnhart.

Education s260E—Methods for Commercial Subjects. Credit II, IV. 2 points. Mr. E. W. Barnhart.

Education s260Ex—Field Studies in Methods for Commercial Subjects. Credit II, IV. 1 or 2 points. Mr. E. W. Barnhart.

Education s159E—Teaching of Shorthand. Credit II, IV. 2 points. Mrs. Florence Sparks Barnhart.

Education s159F—Demonstration Class in Elementary Gregg Shorthand. Credit II, IV. 2 points. Mrs. Florence Sparks Barnhart.

Education s160E—Teaching of Elementary and Advanced Typewriting. Credit II, IV. 2 points. Mr. W. E. Harned.

Education s160F—Demonstration Class in Elementary Typewriting. Credit II, IV. 2 points. Mr. W. E. Harned.

July 6 to August 19.

Prof. John J. Coss, Director.

New York University, School of Education, Washington Square East, New York City.

132.43-44. Improvement of Instruction in Commercial Subjects. Associate Professor Lomax, 60 hours, 4 points.

132.45-46. Principles of Commercial Education. Mr. Carlin, 60 hours, 4 points.

132.49. Teaching of Elementary Business Training. Mr. Carlin, 60 hours, 2 points.

132.51-52. Teaching of Bookkeeping and Business Practice.

Mr. Wallace, 60 hours, 4 points.

132.53. Teaching of Gregg Shorthand. Associate Professor Lomax, 30 hours, 2 points. (Prerequisite for this course: A knowledge of the theory of Gregg Shorthand.)

132.55-56. Teaching of Advanced Bookkeeping, Accounting, Business Law, and Economics. Mr. Wallace, 60 hours, 4 points.

132.57. Teaching of Typewriting. Mr. Walsh, 30 hours, 2 points.

In addition, numerous courses are offered in the content of commercial education, as in accounting, business mathematics, marketing, salesmanship, finance, business English, business law, economics, and retailing.

Six weeks, July 5 to August 12.

Professor Paul S. Lomax, Director.

Dr. John W. Withers, Dean, School of Education.

Central City Business School, Syracuse.

Courses in all commercial and secretarial subjects, including Civil Service.

June 20 to August 13.

H. W. Henry, Director.

Syracuse University, Summer School, Syracuse.

Content courses in Gregg Shorthand and typewriting for beginners. Also courses in methods of teaching bookkeeping, business practice, and elementary accounting; business arithmetic; stenography, typewriting, and office practice.

A thorough knowledge of the principles of shorthand and the ability to operate a typewriter effectively are prerequisites to the methods course in stenography, typewriting, and office practice.

Six weeks, July 5 to August 12.

Professor George R. Tilford and Miss Flora A. Elder, Instructors.

Ernest Reed, Secretary, Summer School Committee.

North Dakota

University of North Dakota, Grand Forks.

Beginning and advanced shorthand and typewriting, bookkeeping and accounting.

Eight weeks—June 8.

Joseph Kennedy, Dean.

State Teachers College, Valley City.

Elementary and methods courses in shorthand, typewriting, and bookkeeping. Special drill in shorthand penmanship and methods of giving dictation.

Twelve weeks—June 13.

Helen Riordan, Director.

Ohio

Spencerian School of Commerce, Accounts and Finance, Cleveland.

Commercial Normal Course, Professional and Technical Subjects.

Eight and Ten Weeks—June 20.

Ernest E. Merville, President.

Senior Teachers College of Western Reserve University and Cleveland School of Education, Cleveland.

Advanced Dictation.

Six weeks—June 22.

Frank D. McElroy, Director.

Bliss College, Columbus.

Methods course in Gregg Shorthand.

Six weeks—June 6.

Geo. L. Gebhardt, Director.

Five New Typewriting Books

These books are the outgrowth of the **New Rational Typewriting**, first published in 1923. After a three-year test in hundreds of schools, Mr. SoRelle has revised, refined, and modified the book to meet every phase of typewriting instruction. The five new books are:

New Rational Typewriting, 1927 Edition \$1.20

A revision of the 1923 Edition. Contains sufficient material for a full year's work in high schools. When supplemented by Stuart's **The Typist at Practice**, Hake's **Typewriting Speed Studies**, or by transcription work, the book contains enough material for three semesters.

Rational Typewriting Projects \$1.20

A course in advanced typing covering the various types of work usually encountered in business offices. One-hundred eighty projects. Designed to follow the first-year book. Suitable for either public or private schools.

Rational Typewriting, Intensive Course \$1.20

This is a complete one-book course; a combination of **New Rational Typewriting, 1927 Edition**, and **Rational Typing Projects**. Especially designed for private or other schools where a more intensive course is desirable.

Business Forms for New Rational Typewriting,

Intensive Course 10c.

Junior Rational Typewriting \$1.00

A two-semester pre-vocational course designed for junior high schools. Equivalent to Parts I and II of **New Rational Typewriting, 1927 Edition**.

New Rational Typewriting, Parts III to VI 80c.

This book is identical to Parts III to VI of **New Rational Typewriting, 1927 Edition**. Designed for use of pupils who have completed **Junior Rational Typewriting** before entering the senior high school.

An Economic and Effective Program

No matter what your problem is, you will now find a "Rational" book to meet it. The New Rational program provides for economy of instruction through the use of books adapted to the varying needs of the pupil in different types of schools.

*If you are using one of the previous editions of "Rational,"
it will pay you to investigate these later editions.*

The Gregg Publishing Company

New York

Chicago

Boston

San Francisco

London

Kent State Normal College, Kent.

Beginning and advanced shorthand and typewriting, methods courses in these subjects and other courses in accounting, economics, law, and business administration.

Twelve weeks—June 20.

L. A. BuDahn, Director.

Oklahoma

Oklahoma Agricultural and Mechanical College, Stillwater.

Beginning and advanced courses in shorthand, typewriting, penmanship, accounting, law, economics. Special methods course for teachers of Gregg Shorthand.

Eight weeks—June 6.

W. Rude, Director.

Oregon

Oregon Agricultural College, Corvallis.

Content and method courses in commercial subjects under competent instructors.

June 20 to July 29.

J. A. Bexell, Dean.

Northwestern School of Commerce, Portland.

Content and method courses in commercial subjects; also supervision of commercial teaching.

June 27 to August 19.

Charles F. Walker, Director.

Pennsylvania

Grove City College, Grove City.

Principles and methods of teaching commercial subjects, education, psychology, etc.

Credits allowed for each course—Generally three semester hours.

June 21 to August 19.

W. C. Ketler, Director.

State Normal School, Indiana.

Theory and Methods in all commercial subjects.

Nine weeks. Opening date—June 20.

G. G. Hill, Director.

Peirce School of Business Administration, Philadelphia.

Theory and Methods of Teaching shorthand, typewriting, bookkeeping, etc. Pedagogy, psychology, and other professional subjects.

Full State credit on hourly basis.

July 5 to August 12.

Louis B. Moffett, Director.

The Taylor School, Philadelphia.

Theory and Methods of Teaching Gregg Shorthand, typewriting, bookkeeping.

State credits.

July 5 to August 12.

Freeman P. Taylor, Ph. B., Director.

Temple University, Philadelphia.

Principles and Methods of Teaching Gregg Shorthand; Subject Matter and Methods of Teaching Office Practice; Typewriting for teachers, also Operation of Machine and Methods of teaching.

Six weeks—July 5 to August 13.

Mr. Milton F. Stauffer, Director.

University of Pittsburgh, Summer Session, Pittsburgh.

Theory and Methods of Teaching shorthand, typewriting, and bookkeeping.

Two credits allowed for each course.

July 5 to August 12.

Earl Atkinson, Instructor.

F. W. Shockley, Director.

Marywood College, Scranton.

Theory and Methods of Teaching Gregg Shorthand and Typewriting.

Credits allowed for each course—6 minimum, 8 maximum.

June 23 to August 3.

Miss Martha E. Bowen, A.B., Instructor.

Sister M. Immaculata, Director.

Rhode Island

Bryant-Stratton College of Business Administration, Bryant-Stratton Building, Providence.

Courses in business administration, higher accounting, commercial teacher and executive secretarial training. Also shorter executive secretarial training, stenographic training, and general business courses leading to diploma. Special unit courses to meet the requirements of the individual.

July 5 to August 18, 1927.

Harry Loeb Jacobs, Director.

South Dakota

Northern State Teachers College, Aberdeen.

Shorthand, typewriting, accounting, commercial law.

Twelve weeks—June 6.

H. W. Foght, Director.

Texas

Sul Ross State Teachers College, Alpine.

Beginning and advanced courses in shorthand.

Twelve weeks—June 7.

P. M. Penrod.

University of Texas, Austin.

Theory of shorthand and typewriting, with dictation speed of 80 words a minute.
 Twelve hours credit.
 Twelve weeks—June 7.
 Miss Florence Stullken, Instructor.

West Texas State Teachers College, Canyon.

Elementary shorthand and typewriting.
 Three months—June 7.
 W. E. Lockhart.

East Texas State Teachers College, Commerce.

Courses in shorthand, typewriting and bookkeeping.
 S. H. Whitley, President.

North Texas State Teachers College, Denton.

Gregg Shorthand, typewriting, commercial law, commercial mathematics, principles and methods of commercial teaching.
 Twelve weeks—June 3.
 A. A. Miller, Director.

Stephen F. Austin State Teachers College, Nacogdoches.

Beginning and methods courses in shorthand, typewriting, accounting and law.
 Twelve weeks—June 6.
 A. W. Birdwell, President.

Southwest Texas State Teachers College, San Marcos.

Shorthand, typewriting, commercial law, accounting.
 Two six weeks terms—June 6.
 C. E. Chamberlin, Director.

*Utah***Agricultural College of Utah, Logan.**

Content courses in commercial subjects; supervision of commercial instruction.
 June 13 to August 26.
 James H. Linford, Dean.

Brigham Young University, Provo.

Content courses in both shorthand and typewriting. Two credits for each course.
 June 6 to July 15.
 Miss Bertha Roberts, Instructor.
 Lowry Nelson, Dean of Summer Session.

L. D. S. University, Salt Lake City.

Content and methods courses in shorthand, typewriting, bookkeeping.

June 6 to September 2.

Dr. F. Y. Fox, President.

*Vermont***University of Vermont, Burlington.**

Courses in Secretarial Methods, Typewriting, and Commercial Geography.
 Six weeks. Opening date, July 5, 1927.
 Prof. Bennett C. Douglass, Director.

*Virginia***University of Virginia.**

Elementary, Intermediate, and Methods of Teaching Shorthand; Elementary and Methods of Teaching Typewriting; Second-Term Office Practice.
 Dr. Charles G. Maphis, Director.

*Washington***University of Washington, Seattle.**

Entire range of economics, business, and trade courses.
 A. C. Roberts, Dean.

Wilson's Modern Business College, Seattle.

Content courses in shorthand, typewriting, accounting, salesmanship; method courses in shorthand and typewriting.
 July 5 to August 30.
 A. A. Peterson, Director.

*Wisconsin***Madison College, Madison.**

Normal courses.
 Ten weeks—June 13 to August 19.
 G. E. Spohn, President.

State Normal School, Whitewater.

Content and methods courses in shorthand, typewriting and all commercial subjects.
 Six weeks—June 21.
 C. M. Yoder, Director.

*Wyoming***University of Wyoming, Laramie.**

Elementary stenography and typewriting, accounting, law, filing.
 Eleven weeks—June 13.
 C. R. Maxwell, Director.

Report of National Commercial Teachers' Federation

(Continued from page 274)

Producer—Middleman—Consumer—Credit System—Money Functions—Cost—Expense—Sales—Profit; requires system, form, accuracy, through proof; continuity, progressiveness, honesty, square deal, ethics. No other subject in the ordinary curriculum, in my estimation, presents so many angles directly bearing upon and emphasizing good citizenship—and these in a concrete way. It has sides enabling the educational and the vocational phases to be emphasized.

Colonel Whigam then outlined many systems of teaching bookkeeping which had been used, weighing the advantages and disadvantages of each method, and in conclusion said, "We want more training that will develop thinking students and fewer students who can do something because they were taught to do some particular job but who are unable to make an application to a new job, wherein the training to do doesn't quite fit. Give the student the tools that will enable him to carve his way through life, attacking problems as he finds them, and not as he expects or would like to find them."

The Heart of Commercial Work

The age-long criticism of ineffective teaching of English should be aimed at the overloaded school program, was the thought of Miss Regina E. Groves, of the Vocational School, Madison, Wisconsin, and she contributed many suggestions to make the best of students who have failed to comprehend English fully.

In the first place let them forget all they have learned from the third grade up in regard to punctuation. Attempt nothing except the period for sentence endings and perhaps for a very few abbreviations.

Then I allow no new punctuation to come in until I am certain that the student is *sentence sure*. Once you have him *sentence sure*, the addition of necessary punctuation marks is very simple. Periods and capitals in separating sentences make up 55% of all punctuation needs. There are only two or three essential uses of the comma.

When the student demonstrates mastery of any topic—periods, capitals, commas, quotation marks, etc., he is free from drill as long as he succeeds in observing it in his work. And when this is done, one of your big problems has been solved. We have taught the student to read. He has become conscious. He has gotten the thought.

The greatest thing we can do next is to teach the student that he never ceases to learn. . . The motivation of this subject material which we wish to present to our student seems to me to be the most delightful and the simplest phase of the work. The effectiveness of it, however, will depend upon the teacher presenting it. It all comes back to that question of personality, some teachers have enough of it to create interest in the conjugation of a verb, *amo, amas, amat*.

English is the heart of commercial work. All subjects can be tied up with it, must be tied up with it if they are to function properly. You may use

your transcription work for drill in mechanics. Checking errors in typing paves the way for proof-reading ability. The use of bookkeeping assignments teaches the writing of inquiries, orders, etc. Present letters as silent reading exercises, the test being to read and state in one word the subject matter. Accuracy and speed in reading are essentials of a good file clerk.

Miss Groves also suggested the use of actual business letters and the constant use of articles dealing with business.

She concluded with the thought that "with the use of these devices and such others as will suggest themselves to you in the developing of your aims to teach the commercial student how to read and how to gain both general information and specific trade information, you will find that instead of having drudgery of English you will have one of the most fascinating tasks in the world."

"Correlation of Commercial Subjects in Continuation, Junior and Senior High Schools"

This was was the title of the address of Mr. William Bachrach, director of Continuation Schools and supervisor of Commercial Work in the Chicago Public Schools.

In part Mr. Bachrach said:

Since the advent of continuation schools and junior high schools in modern public school systems, educators have been forced to think of a reorganization of the commercial curricula to meet the differentiated needs brought about by the new school organizations. Fortunately for us, studies made during the past few years of types of work available for junior employees have made it possible for us to split up into smaller and more suitable units the compact mass of information which was formerly taught under the headings of the stenographic and bookkeeping courses.

Speaking of the work in the Chicago schools, Mr. Bachrach said it had been considered good practice to restrict as soon as possible technical training in junior high schools to three periods of typewriting and two periods of filing during the eighth grade, and two periods of typewriting and three periods of clerical practice during the ninth grade of the junior high schools. Although it is possible for a student who completes the ninth year to have acquired enough skill to obtain a position that is worthy of his years, the main object of these courses is exploratory rather than vocational. It is hoped that this amount of work under the proper guidance of teachers will determine whether the pupil is suited to continue his commercial education, or whether he should seek another line of work.

"In the continuation schools," Mr. Bachrach pointed out, "it was deemed best to offer such work as would be a continuation of the pupil's

education and would also be of immediate vocational assistance, as the child is already in industry."

With this end in view short unit courses have been offered. Bookkeeping and stenography have been reserved for those who are over sixteen years of age. This is also the case with salesmanship, which is given to students already employed in establishments where selling opportunities are present.

When junior high schools are fully established in Chicago, the senior high schools will be restricted to three grades only, viz., the tenth, eleventh, and twelfth grades. It is very probable that in the tenth grade the only commercial subjects that will be offered will be calculating machine work and commercial geography, but in the eleventh and twelfth grades the pupil will be given an opportunity to elect as much stenography and typewriting, bookkeeping, salesmanship, commercial law, business organization, etc., as his program will permit.

For students who have had no commercial training prior to their graduation from the

four-year high schools, Chicago offers special facilities. It is possible for them to study stenography and typewriting in a concentrated manner by taking the five-month stenographic course which is open only to high school graduates. If the high school graduate wishes to undertake a university commercial course, he may enter the junior college of commerce and major in commercial subjects for two years. After that time if he desires, he may enter the junior year of the commercial departments of the universities of the state of Illinois without preliminary examinations.

New Officers

The Public Schools Department, at its business meeting elected B. B. Beal, High School, Hibbing, Minnesota, as *president*; D. F. Parks, South Side High School, Fort Wayne, Indiana, *vice-president*; and Miss Regina E. Groves, Vocational School, Madison, Wisconsin, *secretary*.



Private Schools Department

Presiding: T. A. Blakeslee (President), Lincoln School of Commerce, Lincoln, Nebraska

THE Private Schools Department was opened appropriately with a discussion of the cooperation between public and private schools. Tracing historically the lack of good will between these two great factors in modern education, Mr. W. E. McClelland, of Capital City Commercial College, Topeka, Kansas, gave it as his conclusion that a better understanding would come only when a high ethical and educational standard was maintained. Standards of the business colleges should be raised in every way. The work given must approximate that given in the public school. Teachers should have training equivalent to that demanded in the public schools. Instead of profit being the first concern, the object of the schools should be to give students a well-rounded, complete course.

Establishing Confidence in the Business School

The advertising methods of some business schools are questionable, Mr. McClelland pointed out. Imposing lists of subjects are given in the advertisements and many of them lost sight of in the classroom. This sort of thing breeds mistrust on the part of the public school authorities and their confidence can be gained only by all business colleges living up

to the high standard set by such fine organizations as the National Association of Accredited Schools and the American Association of Vocational Schools. With the confidence established, and this he considered of prime importance, a more healthy cooperation between the public and private schools could be maintained.

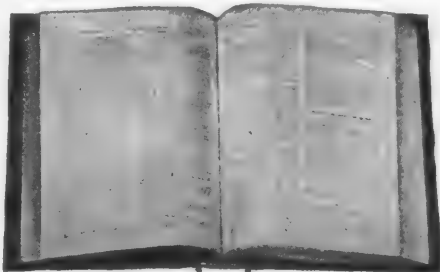
The paper was thoroughly discussed by Mr. O. C. Heileman, Inter-State Business College, Fargo, North Dakota; Mr. E. H. Norman, Baltimore Business College, Baltimore, Maryland; Miss Mary Gallagher, Brown's Business College, Kankakee, Illinois; Mr. A. A. Merville, Spencerian Business College, Cleveland, Ohio, and others.

Bookkeeping Tests

"Bookkeeping Tests—How and Why?" was the title of the paper presented by Mr. R. A. Kelly, Aberdeen Business College, Aberdeen, South Dakota. He discussed the problem from the point of the business college, and said that a first test should show how much the student knew of bookkeeping in order to measure progress and attainment in future tests. The tests should reveal whether or not the student has progressed to any marked degree since he was last examined; they should answer the

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question, how does his or her work compare with that of other students who are studying under like conditions? The tests should check up both mechanical and mental development; should show progress as well as attainment. Mr. Kelly strongly recommended the true-false

test and the short answer test, which economize the student's time as well as that of the teacher, as opposed to the problems.

The paper was discussed by Mr. Paul A. Carlson, State Normal School, Whitewater, Wisconsin, whose tests Mr. Kelly had used.

Thursday Morning Session

Chairman: Paul Moser, Moser's Shorthand College, Chicago

THE Thursday morning session was held in the Louis XVI Room, with Mr. Paul Moser, of Moser's Shorthand College, Chicago, presiding.

Scope of Business Schools Expanding

The opening paper was read by Mr. M. E. Davenport, of Davenport-McLachlan Institute, Grand Rapids, Michigan. It is the speaker's opinion that the business schools are leaders in commercial education and that they will continue to be leaders just so long as they continue to meet the needs of business.

In answering the question which the paper propounded, "Is the Tendency Toward Expansion or Contraction of Commercial Courses in Private Schools?" the speaker considered that there was expansion. It was the function of the business school men to keep their schools up-to-date as to business conditions and business changes, "and the private business school will continue to thrive and flourish just so long as it meets present-day business conditions."

Besides the subjects of shorthand, typewriting, and bookkeeping, the private school, he thinks, should be a source of inspiration and should teach the moral qualities of integrity and reliability, and be of service to the business community.

Mr. Gregg Joins Discussion

Mr. Moser expressed it as his opinion that the function of the private business colleges was to teach the three subjects—shorthand, typewriting, and bookkeeping—and very little else. Miss Gallagher brought out the point that the location of the schools determined, to a certain extent, the desirability of lengthening or strengthening the course. "I prefer to confine my course to shorthand, typewriting, and bookkeeping," she concluded.

Mr. Gregg, in joining the discussion, said, "It is my impression that those schools which are now most successful are the ones that have held closely to the field in which they started, and are not diverting their energies from the

original plan of operation. If there is a weakness in the private schools, it is that they are trying to teach subjects that are more suited to universities. The private school has a practical sphere of work which no other class of schools can do."

"We must strengthen our courses," urged Mr. Alexander, of Cleveland. "The demand is for better-trained people and we must meet that demand." Mr. Fish, held that the major subjects should be "spelling, English and letter writing," and Mr. Williams added that perhaps the idea that "a business education means to teach subjects that help one to understand and to meet business conditions" was sometimes lost sight of.

Summer School Attendance

A comprehensive study of the problems entering into the development of summer school attendance was given by Mr. N. A. Young, of Young & Hursh Business College, Duluth, Minnesota.

By analysis, he had found that the length of time students spent in school per year was relatively low. "To increase the length of time each student attends school will do much to improve summer school attendance," he said, continuing, "Just so long as the idea prevails that it is a disgrace and a misuse of time and money to spend more than six or seven months in acquiring a knowledge of the principles of business, just so long are we to experience a sharp decline in the graph of attendance along about the first of April each year." Mr. Young said that the business men of almost every community are desirous of securing employees of better and more training. "They can get it, too, but we must have more time in which to produce results."

The sub-topic, "The attitude of the prospect in the summer time," offered a wide speculation.

While a great many students when they graduate from the high schools have expectations of attending universities, a great many fail of their objective. Students of universities, colleges, and normal schools, who for one

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reason or another do not continue their studies—these are prospects for the private business school, and to sell them *summer* instruction is one of the problems.

"The idea has grown into the minds of students that by the first of June they are all worn out. They do not stop to realize that of all business enterprises of the country the public school is about the only one that feels at liberty to dismiss all of its employees, close its buildings, and go out of business for one-fifth or one-sixth of the time during each year. This practice on the part of the public schools has ground into the minds of our young people an idea which has become a habit and which can be broken only when they step out of schools and go into business." The overcoming of this idea is one of the things which will be of inestimable value to the private school in building up its summer courses.

The discussion was led by Miss Gallagher, who explained that she visited the high schools in her territory and spoke to graduating classes and from this source of activity was able to secure a large summer enrollment.

New Officers

At the business meeting the following officers were selected by the Private Schools Department:

President, Paul Moser, President Moser Shorthand School, Chicago, Illinois
Vice-President, S. J. Shook, Principal, Topeka Business College, Topeka, Kansas
Secretary, Miss Ione C. Duffy, President, Van Sant School of Business, Omaha, Nebraska

(Reports of the Round Table Meetings will be given in our May issue)



Trade Experience for Instructors

(Concluded from page 272)

with the work they are doing they are physically with him but educationally against him.

Where work is done on an elective basis, almost inevitably it is dominated by the academic mind and spirit. It is only where it is given an organization in the curriculum, an organization as a whole, that the best work can be done. Dr. McNamara conceived five principles underlying the organization of a commercial curriculum:

1. Education must not be narrow. Just as diet must include all fundamentals for the proper nourishment and growth of the body, so a commercial curriculum must include all necessary things for mental nourishment and growth.

2. A commercial curriculum should answer the economic demands of today. Should there be found

very little demand for a particular type of work, it would be a mistake to continue giving that work.

In a community where salesmen were required it would be a mistake to eliminate training in economics and salesmanship.

3. A commercial curriculum should have unity. By this is meant that only those subjects which can be correlated so that one helps the other or supplements the other should be taught. If geometry cannot be coordinated with accounting or any other commercial subject, there is no justification for teaching it.

4. A commercial curriculum must have vocational power. In this connection it is necessary to realize that the usual courses covering two years in stenography and two years in bookkeeping give only a somewhat superficial, mediocre ability in those lines. The addition of another year will just give sufficient additional training to differentiate the high grade from those who have mediocre ability.

5. Since the commercial curriculum is designed to develop skill, all courses should have physical means for laboratory work. In this laboratory work practical problems of a business nature should be encountered and solved under conditions as closely related to business as it is possible to make them.

Luncheon Guests Speak

Dr. Paul S. Lomax, of New York University, president of the Association, presided. Other speakers introduced were District Superintendent Charles E. O'Neill and James J. Reynolds and Clifton A. Reed, State Supervisor of Commercial Education, guests at the luncheon which preceded the meeting.



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Dorothy M. Nelson, Fairbanks High School, Fairbanks

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Anne Andreason, Dunsmuir High School, Dunsmuir

Elva Hadley, Hollywood Secretarial School, Hollywood

Mildred McKee, Union High School, Marysville

Ida May Shrode, Pasadena Junior College, Pasadena

Helen G. Flasher, Redondo Union High School, Redondo Beach

George E. Pople, Heald's Business College, San Jose

Mrs. Emma M. Taylor, Tamalpais High School, Sausalito

Mary Rose McDonald, Ventura School for Girls, Ventura

Canada

A. Hodgkins, Regina Collegiate Institute, Regina, Saskatchewan

Colorado

Capitola Hanson, La Junta High School, La Junta

Sister Mary Baptist, Sisters of St. Francis, Sterling

Connecticut

Jane S. Stott, Central High School, Bridgeport

Esther G. Sauter, Killingly High School, Danielson

A. D. Hyde, Naugatuck High School, Naugatuck

Margaret Creedon, High School, Plainville

Ada M. Kilkenny, Simsbury High School, Simsbury

Mrs. Harry S. Shepard, Terryville High School, Terryville

Florida

Maude E. Weeks, Miami High School, Miami

Idaho

Susie V. Metcalf, High School, Coeur D'Alene

Ruth V. Martin, High School, Council

Ruth G. McDonald, Lewiston Business College, Lewiston

Eleanor R. Byrnes, Nampa Business College, Nampa

Illinois

Grace Hicks, High School, Champaign

Jennie Threw, Farmington High School, Farmington

Beatrice E. Hadam, Gardner Township High School, Gardner

Alta L. Buts, High School, Marseilles

Ethel A. Case, Mount Carmel High School, Mount Carmel

I. Horning, Township High School, Palestine

Sister M. Eucheria, St. Thomas Business College, Rockford

Carrie Ekblad, High School, Rock Island

Indiana

Josie Ann Weller, Frankfort Business College, Frankfort

Dessa H. Vaughn, High School, Valparaiso

Iowa

Ruth L. Roberts, Alta Consolidated School, Alta

Sister Mary of the Dolores, St. Patrick's School, Cedar Rapids

J. Ray Cronin, High School, Corydon

Clyde M. Jungbluth, Thomas Jefferson High School, Council Bluffs

Kansas

H. A. Palmquist, High School, Cherryvale

Elizabeth Gordon, Humboldt High School, Humboldt

N. B. Morrison, Senior High School, Iola

Roy B. Carroll, High School, Oswego

Gertrude A. Hill, High School, Paola

Georgia O. Carney, High School, Pittsburg

Allen E. Palmer, Topeka High School, Topeka

Kentucky

Sister Mary Breda, Holy Name High School, Henderson

Diva Waits, Fugazzi School of Business, Lexington

Margaret E. Hell, Atherton High School for Girls, Louisville

Earl J. Ditto, Louisville Male High School, Louisville

Maine

Mabel B. Davis, Rockland High School, Rockland

Maryland

Mary F. Bailey, Buckingham High School, Berlin

Mabel A. Sawyer, Montgomery County High School, Rockville

Massachusetts

Regina M. Mitchell, High School, Framingham

Susan N. Klark, McIntosh's Business College, Haverhill

Sister M. Edmond, St. Jean-Baptiste School, Lynn

Ruth M. Gilman, Pembroke High School, Pembroke

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Leonard C. Enders, Adrian Business College, Adrian

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Georgiana Jones, High School, Lapeer

Marie E. Krueger, High School, Mason

Ruby M. Stone, High School, Monroe

Lucille E. Fitzpatrick, Rockland High School, Rockland

(Continued on page 304)

to Shorthand Plates in *The GREGG WRITER*

Your value is increased as the need for supervision is decreased. The man whose work constantly requires watching must, of course, help pay the watcher. (25)

Character Counts

From "Your Job"

By Harold Whitehead, of Boston University

The president of a huge corporation which occupies pretentious quarters in one of the canyons of downtown New York had²⁰ worked his way up from the ground. Rung by rung he climbed the ladder until he found himself the head⁴⁰ of a great and honorable business. Money he had in plenty—more than, a few years before, he ever dreamed⁶⁰ about. Soon after his ascending to the presidency he began to meet men and women who told him what a⁸⁰ great fellow he was. He felt that in his position he should do some entertaining, so he began to give¹⁰⁰ parties to his new and well-to-do acquaintances. Before many months had passed he was convinced that he was¹²⁰ a great man and that the enterprise whose fortunes he guided depended wholly on his acumen.

Of course his hours¹⁴⁰ were not long officially. He used, before his day of prosperity and position, to work long hours when the business¹⁶⁰ was officially closed. Now, however, he decided he owed it to himself to have some comfort and pleasure. So he¹⁸⁰ began to spend night after night in having "good times." Things came to such a state that he was known²⁰⁰ as a "sport" and a real man about town. Stories were told of his escapades. Eventually he was called before²²⁰ the board of directors and told that he must mend his ways.

"We cannot endure having this business connected with²⁴⁰ any such—er—unstable proceedings. We must insist that you conduct yourself with the moral decorum befitting your position."

So²⁶⁰ spoke the chairman of the board.

"Have I proved negligent in my business affairs?"

"No."

"Have I not shown you²⁸⁰ a larger profit than you ever made before?"

"Yes."

"Then, gentlemen, let me tell you that I resent your interference³⁰⁰ in my private affairs. My business time is yours to criticize. I have done all you could hope for—better³²⁰ than you ever had things before. I see no

cause for criticism then, and I will not accept it on³⁴⁰ my private life. My private life has nothing to do with my business affairs."

"No? Then we intend to make³⁶⁰ it such. Let me say, Mr. ———, that unless you mend your ways we shall ask for your resignation."

The president³⁸⁰ rose, white with indignation. "This, gentlemen, is definite. I shall live my private life as I see fit and I⁴⁰⁰ shall refuse to give you my resignation so long as my work is progressing so well as now."

This terminated⁴²⁰ the interview. A few weeks passed, but no change was noticed in the president's mode of living. At the next⁴⁴⁰ directors' meeting the president was dismissed.

The head of a big business is more or less a public figure. If⁴⁶⁰ his actions are at all questionable, it will reflect on the business, for the head is supposed to represent the⁴⁸⁰ spirit of it.

Everyone owes it to himself to see that his private life reflects credit on his business life.⁵⁰⁰ In this particular we can all be prepared to be "the president."

Prosperity is a test of character. And character⁵²⁰ is the necessary foundation of success. Here is another case to the point:

We had just finished our lunch and⁵⁴⁰ lighted our cigars.

My friend was speaking about a young fellow in his employ whom he had just fired. "He's⁵⁶⁰ a clever chap, y'know, but he couldn't stand prosperity. As entry clerk he was ripping, but when he was⁵⁸⁰ jumped to assistant credit manager—well, he just swelled up and burst. I rather fancy I am to blame in⁶⁰⁰ a way, for I should have advanced the chap a bit at a time. He got too high up before⁶²⁰ he got used to an altitude and . . ." An expressive shrug of his shoulders finished the sentence.

He puffed at his⁶⁴⁰ cigar for a minute. Then he broke the silence by saying:

"I was born in England, in London, and I⁶⁶⁰ stayed there until I was eighteen. My father never could understand my lack of reverence for the older order of⁶⁸⁰ things. He believed in form and doing things 'just so,' yet he had an intense desire to help others . . . He⁷⁰⁰ always had a boy in buttons. He felt no self-respecting household was complete without a boy in buttons . . . My⁷²⁰ word, the number of boys in buttons we had! They never were satisfactory . . . The pater finally gave up trying to⁷⁴⁰ find a satisfactory boy through the usual channels and decided to combine philanthropy with his search for the perfect boy⁷⁶⁰ in buttons.

"Not that the lads were wasters, y'know, but if he got a good lad he left for⁷⁸⁰ a real job. Well, he decided that it would be a ripping thing to take a boy out of an⁸⁰⁰ orphan asylum. Surely an orphan would be so appreciative of such a chance that he would work his head off⁸²⁰ in gratitude!

"Well, he got a lad from the orphanage. A poor little rascal he was. For two weeks he⁸⁴⁰ was perfect. Then he got a swelled head. He demanded his own room. The importance of his job was such⁸⁶⁰ as to justify him eating with the butler and not with the maids.

"He couldn't stand prosperity, so back he⁸⁸⁰ went to the orphanage, and another orphan was given his chance. The pater had a dozen orphans before he was⁹⁰⁰ satisfied that it wouldn't work. The only difference was the time required for them to get swelled heads. I expect⁹²⁰ the buttons did it—a kind of uniform, y'know."

He stopped to relight his cigar. Then:

"It wants a⁹⁴⁰ really strong character to stand a sudden rise to prosperity. Most folks would be wise to pray for gradual advancement.⁹⁶⁰ By climbing bit by bit and getting used to a little more responsibility and authority and prosperity and then, when⁹⁸⁰ accustomed to the slight advance, to progress a bit more—well, a fellow has a chance to grow big instead¹⁰⁰⁰ of just swelling up."

When I parted with my friend I thought of different fellows I had known who couldn't¹⁰²⁰ stand prosperity. Some just blazed like a skyrocket across the landscape of business and then suddenly disappeared into the murky¹⁰⁴⁰ oblivion from which they shot up. They had no foundation under them. They shot up instead of climbing up, and¹⁰⁶⁰ the result was foregone.

It wants real ability and humility to stand sudden prosperity. It requires deeds, not words, to¹⁰⁸⁰ maintain a dizzy height. It wants a cool head, a warm heart, and an absence of selfishness and snobbery.

It¹¹⁰⁰ takes real bigness to stand prosperity. (1106)

Lesson Thirteen

Words

Alderman, conservation, conducive, cognizance, forfeiture, subdued, subpoenaed, unmade, unreal, unmasked, encircle, excavate, exult, exultation, forlornly, unwise, unwritten, unwavering, unmoved, enigma,²⁰ Almighty, conferee, competitive, comet, unwelcome, unemployed, exonerate, oxidizer, fortitude, subsoil, immodest, incantation, inconsequential, excommunicate, exile, suburbs, oxidizing, contaminate, immune, consensus,⁴⁰ undo, insecure, in-

sufficient, imperil, emporium, forsooth, forewarn, convalesce, subtonic, substructure, oxygenize, accomple, ulcerating. (53)

Sentences

We are unable to give you the exact date upon which this investigation will be concluded. The candidate said it²⁰ was unnecessary to attempt to avoid the ultimatum. He recommended that an expert accountant be employed to examine the books⁴⁰ of the council. I shall make no effort to explain the subject. This information is given in confidence. We trust⁶⁰ the biennial meeting of the auxiliary society will create no commotion. He was excommunicated from the church. The state committee⁸⁰ will conduct the investigation. The counsel was thoroughly convinced that the plan was inconsistent with our previous policy. We shall¹⁰⁰ exhibit a complete line of furniture at the business show next month. (112)

Lesson Fourteen

Words

Countersink, contradistinction, countermark, literatim, excluded, nitrid, nitrometer, illiteracy, retroaction, retrocession, electromotive, intermittent, interlope, metrical, alterant, ultraism, contrite, deterrent, extremely, intertwine,²⁰ electrode, interrogation, instructional, literalize, patronize, materialism, nutritive, petrification, counterbalance, obstracter, metrician, lettergram, literacy, extermination, extrinsic, retrenched, electric machine, alterative, ultraconservative,⁴⁰ centralization, contrariwise, contralto, concentric, introduction, interjection, interpolation, intercollegiate, retriever, retrocede, centered, materialist, matronlike, paternalism, abstractedly. (55)

Sentences

The extraordinary comments of the eccentric patriot led to a general discussion of the intrinsic value of such a scheme.²⁰ The intelligent man suggested an interview with the international committee on commercial instruction. The Australian contrived to counteract the neutral⁴⁰ attitude of his people by means of unrestrained expression in poetry. The only alternative in such an intricate controversy will⁶⁰ be to contrast the destructive with the constructive forces and show how intelligent effort will produce the desired effect. The⁸⁰ reconstruction of the work was quickly and intelligently done by the nation's compatriots. Intelligent and intellectual people will urge the¹⁰⁰ necessity for concentration in the interpretation of good literature as a means of instructive and constructive learning. (117)

Lesson Fifteen

Words

Aggrandization, antagonized, multiplier, magnetization, McCarty, overture, overwhelm, overshadowed, circularized, postscript, self-restraint, circus, superinduce, transom, aggress, declension, shorten, posters, circumnavigate, supersede,²⁰ overshadow, MacDermot, supremacy, transmit, transform, self-righteous, suspenders, antique, underground, MacCarthy, overcast, postmarked, circumspect, supersensitive, transverse, grandstand, grandsons, grandeur, aggrandizing, aggregating,⁴⁰ agronomy, aggravating, antiquarian, antecessor, antechamber, anticipatory, inclining, declivitous, MacRay, undersigned, self-sealing, overturn, multiplane, overtrained, overstock, underfed, underpaid, underplay, self-regard. (59)

Sentences

Mr. McBride has furnished his home with antique mahogany. I understand that he was overconfident and misunderstood the instructions of²⁰ the overseer. The supervisor urged improvement of the country roads, but the taxpayers declined to support his plan. Public antipathy⁴⁰ antagonized the superintendent as shown by the aggressive attitude with which he undertook to suppress the efforts of the committee.⁶⁰ It is self-evident that, with the superabundance of gold now in the country, we may expect better times. The inexperienced⁸⁰ postman misunderstood the rules governing the postal service. According to a postscript on the letter received from Mr. MacDougall, Mr.¹⁰⁰ McPherson was one of his shipmates. The postmaster returned the postcard because of insufficient postage. (115)

Lesson Sixteen

Words

Gable, constable, dishonorable, seriousness, commensurable, unneedful, happiness, sleepiness, tonsure, roughen, roughness, blacken, blackness, beautiful, perquisite, disciple, exquisitely, astonishment, azure, trunkful,²⁰ tenement, payment, intrenchment, crumple, conscription, enforcement, needlessly, friendliness, composition, joyful, transposition, amputation, Wordsworth, repose, assurance, redeemable, equipment, alterable, deplorable, unimposed,⁴⁰ predisposed, calmness, brochure, prerequisite, scruple, bauble, quadruple, mournful, deflecting, rumple, breakable, couples, inestimable, descriptive, superscribe, circumscription, distrustful, cheerless, ceaselessly. (59)

Sentences

The bashful child ran away in breathless haste. The auditor disputed the computation

and insisted upon another disposition of the²⁰ investment being made. The inscription on the rock was simple but exquisite in its composition. The ancient customs of the⁴⁰ people are fast giving way to efficient and successful modern methods. The assessment is payable shortly. You should aspire to⁶⁰ such a position and such aspirations will be augmented immeasurably by the inner forces of life. The fearless youth was⁸⁰ wonderfully successful in the conquest. The trouble is directly traceable to the thoughtlessness of the opposition themselves. It is useless¹⁰⁰ to aspire to a position where the requirements are limited only to that of professional training. (116)



Duty claims obedience; study requires application; for amusement nothing is wanted but good-humor.—*Amiel*. (15)



After putting up a bluff a man is sure to stumble over it. (13)

The Whistling Postman

"As he steps off the elevator just outside my office door he begins to whistle some old, well-known melody,"²⁰ says a writer in *Napoleon Hill's Magazine*. "I catch the rhythm of his tune and I whistle as I write"⁴⁰ these lines. My stenographer catches the rhythm of the tune and she blends it with her work, and I doubt⁶⁰ not that the readers of this magazine catch the rhythm as they read.

"He is a humble postman, earning his⁸⁰ living by carrying a heavy pack on his shoulder from morning until night, yet he is rendering a far-reaching¹⁰⁰ service by whistling instead of cursing the fate which makes it necessary for him to carry letters for a living."¹²⁰

"Credit him with these lines, because he inspired me to write them. And, if you have a mind that turns¹⁴⁰ now and then toward the philosophy of life and seeks the cause for happiness, and sorrow, follow this thought back¹⁶⁰ to its cause and analyze it.

"This morning black clouds shut off the sunshine and a drizzling rain cast a¹⁸⁰ dampening effect over our entire office force—until we heard the whistling postman step off the elevator whistling 'Pack Up²⁰⁰ Your Troubles' Everybody smiled. As he disappeared down the long hallway we could hear the echo of his tune as²²⁰ it grew softer and softer.

"How many souls this postman gladdens as he makes his rounds I do not know,²⁴⁰ but I do know that he leaves our office full of good cheer. He inspires us to do better work,²⁶⁰

"Not that the lads were wasters, y'know, but if he got a good lad he left for⁷⁸⁰ a real job. Well, he decided that it would be a ripping thing to take a boy out of an⁸⁰⁰ orphan asylum. Surely an orphan would be so appreciative of such a chance that he would work his head off⁸²⁰ in gratitude!

"Well, he got a lad from the orphanage. A poor little rascal he was. For two weeks he⁸⁴⁰ was perfect. Then he got a swelled head. He demanded his own room. The importance of his job was such⁸⁶⁰ as to justify him eating with the butler and not with the maids.

"He couldn't stand prosperity, so back he⁸⁸⁰ went to the orphanage, and another orphan was given his chance. The pater had a dozen orphans before he was⁹⁰⁰ satisfied that it wouldn't work. The only difference was the time required for them to get swelled heads. I expect⁹²⁰ the buttons did it—a kind of uniform, y'know."

He stopped to relight his cigar. Then:

"It wants a⁹⁴⁰ really strong character to stand a sudden rise to prosperity. Most folks would be wise to pray for gradual advancement.⁹⁶⁰ By climbing bit by bit and getting used to a little more responsibility and authority and prosperity and then, when⁹⁸⁰ accustomed to the slight advance, to progress a bit more—well, a fellow has a chance to grow big instead¹⁰⁰⁰ of just swelling up."

When I parted with my friend I thought of different fellows I had known who couldn't¹⁰²⁰ stand prosperity. Some just blazed like a skyrocket across the landscape of business and then suddenly disappeared into the murky¹⁰⁴⁰ oblivion from which they shot up. They had no foundation under them. They shot up instead of climbing up, and¹⁰⁶⁰ the result was foregone.

It wants real ability and humility to stand sudden prosperity. It requires deeds, not words, to¹⁰⁸⁰ maintain a dizzy height. It wants a cool head, a warm heart, and an absence of selfishness and snobbery.

It¹¹⁰⁰ takes real bigness to stand prosperity. (1106)

Lesson Thirteen

Words

Alderman, conservation, conducive, cognizance, forfeiture, subdued, subpoenaed, unmade, unreal, unmasked, encircle, excavate, exult, exultation, forlornly, unwise, unwritten, unwavering, unmoved, enigma,²⁰ Almighty, conferee, competitive, comet, unwelcome, unemployed, exonerate, oxidizer, fortitude, subsoil, immodest, incantation, inconsequential, excommunicate, exile, suburbs, oxidizing, contaminate, immune, consensus,⁴⁰ undo, insecure, in-

sufficient, imperil, emporium, forsooth, forewarn, convalesce, subtonic, substructure, oxygenize, accomplice, ulcerating. (53)

Sentences

We are unable to give you the exact date upon which this investigation will be concluded. The candidate said it²⁰ was unnecessary to attempt to avoid the ultimatum. He recommended that an expert accountant be employed to examine the books⁴⁰ of the council. I shall make no effort to explain the subject. This information is given in confidence. We trust⁶⁰ the biennial meeting of the auxiliary society will create no commotion. He was excommunicated from the church. The state committee⁸⁰ will conduct the investigation. The counsel was thoroughly convinced that the plan was inconsistent with our previous policy. We shall¹⁰⁰ exhibit a complete line of furniture at the business show next month. (112)

Lesson Fourteen

Words

Countersink, contradistinction, countermark, literatim, excluded, nitrid, nitrometer, illiteracy, retroaction, retrocession, electromotive, intermittent, interlope, metrical, alterant, ultraism, contrite, deterrent, extremely, intertwine,²⁰ electrode, interrogation, instructional, literalize, patronize, materialism, nutritive, petrification, counterbalance, obstrucster, metrician, lettergram, literacy, extermination, extrinsic, retrenched, electric machine, alternative, ultraconservative,⁴⁰ centralization, contrariwise, contralto, concentric, introduction, interjection, interpolation, intercollegiate, retriever, retrocede, centered, materialist, matronlike, paternalism, abstractedly. (55)

Sentences

The extraordinary comments of the eccentric patriot led to a general discussion of the intrinsic value of such a scheme.²⁰ The intelligent man suggested an interview with the international committee on commercial instruction. The Australian contrived to counteract the neutral⁴⁰ attitude of his people by means of unrestrained expression in poetry. The only alternative in such an intricate controversy will⁶⁰ be to contrast the destructive with the constructive forces and show how intelligent effort will produce the desired effect. The⁸⁰ reconstruction of the work was quickly and intelligently done by the nation's compatriots. Intelligent and intellectual people will urge the¹⁰⁰ necessity for concentration in the interpretation of good literature as a means of instructive and constructive learning. (117)

Lesson Fifteen

Words

Aggrandization, antagonized, multiplier, magnetization, McCarty, overture, overwhelm, overshadowed, circularized, postscript, self-restraint, circus, superinduce, transom, aggress, declension, shorten, posters, circumnavigate, supersede,²⁰ overshadow, MacDermot, supremacy, transmit, transform, self-righteous, suspenders, antique, underground, MacCarthy, overcast, postmarked, circumspect, supersensitive, transverse, grandstand, grandsons, grandeur, aggrandizing, aggregating,⁴⁰ agronomy, aggravating, antiquarian, antecessor, antechamber, anticipatory, inclining, declivitous, MacRay, undersigned, self-sealing, overturn, multiplane, overtrained, overstock, underfed, underpaid, underplay, self-regard. (59)

Sentences

Mr. McBride has furnished his home with antique mahogany. I understand that he was overconfident and misunderstood the instructions of²⁰ the overseer. The supervisor urged improvement of the country roads, but the taxpayers declined to support his plan. Public antipathy⁴⁰ antagonized the superintendent as shown by the aggressive attitude with which he undertook to suppress the efforts of the committee.⁶⁰ It is self-evident that, with the superabundance of gold now in the country, we may expect better times. The inexperienced⁸⁰ postman misunderstood the rules governing the postal service. According to a postscript on the letter received from Mr. MacDougall, Mr.¹⁰⁰ McPherson was one of his shipmates. The postmaster returned the postcard because of insufficient postage. (115)

Lesson Sixteen

Words

Gable, constable, dishonorable, seriousness, commensurable, unneedful, happiness, sleepiness, tonsure, roughen, roughness, blacken, blackness, beautiful, perquisite, disciple, exquisitely, astonishment, azure, trunkful,²⁰ tenement, payment, intrenchment, crumple, conscription, enforcement, needlessly, friendliness, composition, joyful, transposition, amputation, Wordsworth, repose, assurance, redeemable, equipment, alterable, deplorable, unimposed,⁴⁰ predisposed, calmness, brochure, prerequisite, scruple, bauble, quadruple, mournful, deflecting, rumple, breakable, couples, inestimable, descriptive, superscribe, circumscription, distrustful, cheerless, ceaselessly. (59)

Sentences

The bashful child ran away in breathless haste. The auditor disputed the computation

and insisted upon another disposition of the²⁰ investment being made. The inscription on the rock was simple but exquisite in its composition. The ancient customs of the⁴⁰ people are fast giving way to efficient and successful modern methods. The assessment is payable shortly. You should aspire to⁶⁰ such a position and such aspirations will be augmented immeasurably by the inner forces of life. The fearless youth was⁸⁰ wonderfully successful in the conquest. The trouble is directly traceable to the thoughtlessness of the opposition themselves. It is useless¹⁰⁰ to aspire to a position where the requirements are limited only to that of professional training. (116)



Duty claims obedience; study requires application; for amusement nothing is wanted but good-humor.—*Amiel*. (15)



After putting up a bluff a man is sure to stumble over it. (13)

The Whistling Postman

"As he steps off the elevator just outside my office door he begins to whistle some old, well-known melody,"²⁰ says a writer in *Napoleon Hill's Magazine*. "I catch the rhythm of his tune and I whistle as I write⁴⁰ these lines. My stenographer catches the rhythm of the tune and she blends it with her work, and I doubt⁶⁰ not that the readers of this magazine catch the rhythm as they read.

"He is a humble postman, earning his⁸⁰ living by carrying a heavy pack on his shoulder from morning until night, yet he is rendering a far-reaching¹⁰⁰ service by whistling instead of cursing the fate which makes it necessary for him to carry letters for a living.¹²⁰

"Credit him with these lines, because he inspired me to write them. And, if you have a mind that turns¹⁴⁰ now and then toward the philosophy of life and seeks the cause for happiness, and sorrow, follow this thought back¹⁶⁰ to its cause and analyze it.

"This morning black clouds shut off the sunshine and a drizzling rain cast a¹⁸⁰ dampening effect over our entire office force—until we heard the whistling postman step off the elevator whistling 'Pack Up²⁰⁰ Your Troubles' Everybody smiled. As he disappeared down the long hallway we could hear the echo of his tune as²²⁰ it grew softer and softer.

"How many souls this postman gladdens as he makes his rounds I do not know,²⁴⁰ but I do know that he leaves our office full of good cheer. He inspires us to do better work,²⁶⁰



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(A Specialty by a Specialist)

E. E. Gaylord, Mgr.,

Peabody Avenue, Beverly, Mass.

do better writing than we would do if he greeted us with a snarl in his voice, or not at²⁸⁰ all."

What a pity we have not more whistling postmen and whistling butchers and whistling stenographers and whistling employers and³⁰⁰ whistling strangers on the streets. No one can whistle one of the sweet old melodies and at the same time³²⁰ hold hatred and distrust and destructive thoughts in his mind. The two will not mix. This old world can stand³⁴⁰ a number of cheerful whistlers right now, but as far as we are able to interpret the needs of the³⁶⁰ times, a grouch is just like an airplane—of no use on earth. (373)

Motivation Exercises

By Charles Lee Swem

(Continued from the March issue)

Exercise 4

Ladies and Gentlemen:

A campaign speech is perhaps not an ideal medium by which to greet an audience of friends.²⁰ The great mass of the people usually expect and insist of a candidate for office that he talk policies and⁴⁰ programs and not personal matters. However, I assure you of the satisfaction I have in returning to my own home⁶⁰ county, and I promise you tonight that I shall treat of the things which are nearest to you down in⁸⁰ this region. I feel absolutely confident of your support when election time rolls around, but it is due you that¹⁰⁰ I lay before you my aims and principles in this campaign.

My opponent, who has not had a new idea¹²⁰ in twenty-five years, has marched all over the state talking about the tariff, the full dinner pail, and the¹⁴⁰ gold standard. Lacking a real, live argument, he has been reduced to the necessity of waging a campaign on issues¹⁶⁰ which died a natural death before this generation could vote. Before he is through I suppose he will have us¹⁸⁰ all in bread lines crying to high heaven for the defeat of all the Democrats. The picture which he paints²⁰⁰ in the event of my election is one of a vast red menace.

Well, I am going to be elected,²²⁰ but I don't think that any normal person is afraid that anything like that is going to occur. I am²⁴⁰ not unknown to the people of this state and I don't think that I inspire that kind of picture to²⁶⁰ anybody of average mentality or better. What I have stood for and accomplished already in my service to the state²⁸⁰ certainly furnishes a better idea than that of what may be expected of me when I am elected. I mention³⁰⁰ this only as an illustration of what the opposition must stoop to for an issue of any kind.

What are³²⁰ the issues of this campaign? As I see them, they are economy in government, the need for railway legislation, state³⁴⁰ highway construction, and new corporation

laws. No one has to inquire where I stand on all these. It is written³⁶⁰ all over the page of my record in this state. There is no mystery about me. But who can determine³⁸⁰ even approximately where the other side stands on any one of these propositions? They have neither spoken of them nor⁴⁰⁰ so much as alluded to them in the course of a six weeks' campaign. They can not afford to, for⁴²⁰ their record is against them. They have devoted all their time to reminding us how much income tax we are⁴⁴⁰ privileged to pay in this period of so-called prosperity and how we ought to want to pay more. "Elect⁴⁶⁰ me," they say, "and obtain all the blessings of prosperity forever more; elect the other fellow and starve during the⁴⁸⁰ coming winter." They even predict colder weather if I am elected. You smile, but that is all they have to⁵⁰⁰ talk about. Can you imagine a worse predicament than that for a political party to be in?

Everywhere I go⁵²⁰ I find people bored by the old slogans, and dreaming of a new order when new ideas and new standards⁵⁴⁰ will be planted in the minds of our governors, when mere property advantage will no longer be the test of⁵⁶⁰ the ability to govern. The strength of this nation is not in its property or its immense physical resources, and⁵⁸⁰ it never was. Our greatness is to be found in the free, independent thinking of the individual citizen. When we⁶⁰⁰ lose that, it will be a sign that we have dropped from our high estate and ceased to be a⁶²⁰ sturdy pioneer in government. (624)

Exercise 5

Not long ago I had occasion to make a quick trip to the city. It was hardly more than a²⁰ social call and the distance was short, but with the opportunity offering itself I hopped into an airplane, pulled back⁴⁰ the old joy-stick and was quickly off. It felt good again to be up in the clean, pure air,⁶⁰ mounting higher and higher toward the blue sky, the plane responding to my lightest touch. There is no pleasure quite⁸⁰ similar to flying.

If you have never made a cross-country flight you have missed seeing the earth in its¹⁰⁰ greatest glory. Everything is spread out beneath you like a picture painted in natural colors. Much detail of course is¹²⁰ lost, but that constitutes a gain on the side of beauty and art. To your right, for instance, is a¹⁴⁰ pretty little town, glistening in the sun. It has rather a foreign air at this height, but it is the¹⁶⁰ same town—the same crowds on the same streets and avenues—that you have been used to seeing on the¹⁸⁰ ground.

Beyond are the outlines of a summer artillery camp. You follow the railroad closely over a neighboring factory until²⁰⁰ you catch sight of an odd-shaped body of water which looks like four good drinks to a thirsty man,²²⁰ but instead it is a great, deep lake, measuring many hundred feet across.

It is a beautiful trip but entirely²⁴⁰ too short. Almost before you know it, you observe the landing field beside the city. You throw your handle forward,²⁶⁰ break your contact, and

with gravity as your motive power glide gently to the ground with the wires singing merrily,²⁶⁰ and you settle easily on all three landing points of your plane. I can recall how, during the war,³⁰⁰ I used to count each point as it hit. First one wheel, then another, and finally the tail-skid; and³²⁰ then I would wait for the flying officer in the front seat to explain for the fifty-third time³⁴⁰ that my execution was bad, that all three must meet the ground together.

I was a flying cadet then, out³⁶⁰ to "win my wings" as we called it, and I can still hear the critical voice of the instructor ringing³⁸⁰ in my ears as I made a dangerous two-point landing or tried to push over a mountain two thousand⁴⁰⁰ feet up. His remarks were not always of the type that you hear in polite society, but they were to⁴²⁰ the point. I have never had any wish to teach someone else to fly, especially in the same plane a⁴⁴⁰ half mile in the air. It is a real tax on the nerves, and I am sure my conduct, too,⁴⁶⁰ would suffer in the process.

Yes, I would rather travel alone with nothing between me and the engine but the⁴⁸⁰ center section and an empty seat. I am ready to forgive my instructor of that date for his forceful references⁵⁰⁰ to the grade of my intelligence in an airplane. He was an expert at his job, and it was cheap experience⁵²⁰ for me. (522)

Exercise 6

Mr. President:

I rise to announce the holding of a special committee meeting early next week. I have noticed with²⁰ some surprise, an increasing reluctance on the part of members of late to respond to our summons to these meetings.⁴⁰ We have been obliged to write letters to members and officials who should be present at our councils and express⁶⁰ their views upon the subjects considered. Such a course should not be necessary. We have no means of enforcing attendance, but⁸⁰ I feel that the members owe it to themselves and to their self-respect to assume their full share of¹⁰⁰ the responsibility involved in our deliberations. So far, we have always managed to get enough together to do business, but¹²⁰ it is not our object simply to meet and to transact business. These matters pending before the committee must be¹⁴⁰ settled, and I charge all of you with your solemn responsibility in this respect.

The two important questions under consideration¹⁶⁰ just now are the child labor amendment and the deplorable situation of the farmer. We have got to make some¹⁸⁰ move to relieve the distress on the farm, and to change the conditions under which little children are being forced²⁰⁰ to labor in this country.

The farmer today is struggling for a mere existence, and he is demanding that we²²⁰ give definite thought to his problem. His market has been destroyed. His wheat, his cotton, his corn and potatoes must²⁴⁰ be sold at an enormous sacrifice. June cotton this week is selling at nine cents per pound, when it cost²⁶⁰

the farmer more than that amount per pound to plant and harvest his crop. The farming industry is almost bankrupt.²⁸⁰

Remember, the farmer requires capital to run his business the same as anybody else, but he is helpless. The banks³⁰⁰ will not issue any more loans on his land. His notes are due; he has no reserve of capital to³²⁰ call on; his profits have been wiped out during the last few years.

The farmer is a skilled laborer. He³⁴⁰ is more than that: he is a business man, but he is not organized in either capacity. If he were,³⁶⁰ he would not be in his present plight. He must buy his necessities upon a protected market and at an³⁸⁰ ever-increasing price; yet he receives protection of no kind in the disposition of his own products. His is a⁴⁰⁰ daily battle merely to live.

I would say a word, too, about the child labor amendment. This amendment is not⁴²⁰ perfect. It has gone through several revisions, but to my mind it is the best that we can get at⁴⁴⁰ this time. I have been attacked for the stand I took concerning the item in it which directly affects the⁴⁶⁰ South, but, nevertheless, I speak as a warm friend of the amendment. Nothing should be put in the way to⁴⁸⁰ prevent its passage. I regard it clearly as a duty we owe to the young people of the country to⁵⁰⁰ see that they are not forced into manual labor before they have reached their full physical and mental development. The⁵²⁰ future of the race is involved in this matter; the quality of our citizenship will depend upon the results of⁵⁴⁰ the action taken on this amendment. But I am not worried about the outcome; all I ask is that you,⁵⁶⁰ as members of this committee, whose duty it is to aid in its deliberations, be present and cast your vote. (580)



Education is a conquest, not a bequest—it cannot be given, it must be achieved. The value of an education²⁰ lies not in its possession, but in the struggle to secure it.—*Elbert Hubbard*. (34)

Accomplishing the Unusual

By Thomas E. Wilson,

Head of Wilson & Company, Chicago,

In "Forbes Magazine"

When my attention is directed, from time to time, to any unusual or outstanding accomplishment on the part of any²⁰ member of this organization, I am at once earnestly impressed with the thought of what wonderful opportunities each man's job⁴⁰ offers for accomplishing the unusual.

I am convinced of this because when the unusual and striking phase is analyzed, it⁶⁰ is discovered that the achievement has been un-

usual only in that unusual methods, aggressiveness, thought, resoluteness, and common sense have⁶⁰ been applied.

The tools which are used in the moulding of unusual accomplishment are not uncanny or mysterious; they are¹⁰⁰ the same tools which are available to every other man. It is the hand that holds the tools, and the¹²⁰ firmness, judgment and unswerving determination with which they are guided, that shapes and moulds the job into a masterpiece, and¹⁴⁰ distinguishes it from the common level of mediocre undertakings.

The man who looks upon his job with real vision, and¹⁶⁰ with an imagination that is properly tempered by common sense, sees in that job more than just the mere fulfillment¹⁸⁰ of those particular duties which he imagines may be actually demanded of him.

He looks upon his job as a²⁰⁰ means, and a channel, through which he may accomplish unusual and outstanding results. A limitation of duties, or a line²²⁰ of demarcation—separating what is literally expected of him, from what he shall do beyond that point—never enters his²⁴⁰ mind. To such a man, his job is the great opportunity which has been given him, and through which he²⁶⁰ is determined to achieve outstanding results.

This company is eager for men capable of accomplishing the unusual! (277)

The Life of a Saucer

By Clinton W. Gilbert, in "Business"

As I sat talking with P. H. Bates, head of the Industrial Building of the Bureau of Standards, he was²⁰ fingering a glass disc about two inches in diameter and an eighth of an inch thick.

"I've thrown this on⁴⁰ the floor a good many times," he said, "and of course it's going to break some time. Perhaps it will⁶⁰ be this time. But here goes!"

And he threw the glass disc on the cement floor of his office near⁸⁰ his desk. It rebounded, undamaged. He threw it again and again. It suffered not so much as a scratch.

"We¹⁰⁰ made that here in this building," Mr. Bates said. "The history of our experiment with this kind of glass is¹²⁰ the same as the history of so many of our experiments. The war cut us off from German glass. All¹⁴⁰ the special kinds of glass used to be made in Germany. In this country we made sheet glass, the ordinary¹⁶⁰ window glass and plate glass, the high-grade glass for show windows and doors and show cases, but not optical¹⁸⁰ glass nor the kind of glass that is used in the portholes of ships.

"This piece I've been throwing on²⁰⁰ the floor is porthole glass. It has to be tough so that it won't break when waves dash against it,²²⁰ yet thin enough to let in light. We ex-

perimented with it and found out how to make it as well²⁴⁰ as the Germans do, using oil in the cooling of it. It's too cloudy for spectacles or for tumblers for²⁶⁰ the table, and besides, for tumblers, it's too expensive. But the method of making it is open to the trade²⁸⁰ and whenever it becomes industrially important for this country to manufacture its own porthole glass America can do so.

"With³⁰⁰ optical glass the story is the same. One of the biggest optical-glass factories in the country is right in³²⁰ this building. We make lenses for the navy—because the navy doesn't want to be dependent upon a foreign country³⁴⁰ from which it may be cut off in time of war.

"When the last war began all the optical glass³⁶⁰ used in this country was made in Germany. No one in America knew how to make it. The difficulty was³⁸⁰ not secrecy of procedure but technical skill.

"The Navy asked us to find out how to make optical glass, and⁴⁰⁰ we found out. The result is that, besides the glass we make here in this building, two American manufacturers, the⁴²⁰ Bausch and Lomb Company and the Spenser Lens Company, manufacture their own glass according to methods devised here in the⁴⁴⁰ Bureau. To produce optical glass in America wouldn't pay a concern not engaged in the manufacture of optical instruments; so,⁴⁶⁰ thus far at least, we haven't a full-grown optical-glass industry. But the point is that now we *can*⁴⁸⁰ make our own."

The Industrial Building, on whose floor Mr. Bates bounced the piece of porthole glass, is a dozen⁵⁰⁰ factories in one. It is the largest and newest of the Bureau of Standards buildings. It stands outside the fence⁵²⁰ that encloses the original grounds of the Bureau and across the street from them. And it measures the tendency of⁵⁴⁰ the Bureau to become a great national laboratory for business. It looks like a fine modern factory.

They could make⁵⁶⁰ you there—only they don't manufacture for sale—a set of dishes for your table, a lens for your camera,⁵⁸⁰ glass for the portholes in your private yacht, bricks or hollow tile to build your house, terra cotta to put⁶⁰⁰ up a fine office building, textiles for your clothes—along with a dozen other commodities.

You see huge plaster bowls,⁶²⁰ standing as high as a man is tall. They are the largest in the world and are made in the⁶⁴⁰ Bureau of Standards by a special process and are used for the melting of glass. The Bureau's bowls are ready⁶⁶⁰ for use in two weeks. A commercial glass concern, in making smaller bowls for its own use, consumes six weeks.⁶⁸⁰

Look at that odd furnace. One side of it is a hollow-tile wall. The furnace is an instrument for⁷⁰⁰ testing the fire-resisting qualities of hollow-tile walls in buildings.

In another furnace, bricks are standing on edge⁷²⁰ with one brick laid lengthwise across them and a fourth brick resting on the third, over its unsupported center. They⁷⁴⁰ are being

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subjected to heat. The bricks that don't collapse under heat and pressure are good bricks; those that collapse⁷⁶⁰ are poor. The Bureau notes the kind of clay they are made of and the conditions of their making.

Here⁷⁸⁰ a lead ball on a string swings like a pendulum and strikes the edge of a plate. The swinging ball⁸⁰⁰ is the mechanical equivalent of the waiter or dishwasher in a hotel stacking plates together and chipping their edges by⁸²⁰ rough handling. How much of a blow can be borne by this particular ware baked so and so, at such⁸⁴⁰ and such a temperature, and composed of such and such constituents? How does the shape of the plate affect its⁸⁶⁰ resistance to the lead ball? How does foreign tableware stand up in comparison with American?

If you are a hotel⁸⁸⁰ proprietor or restaurant keeper having to buy fine chinaware for your waiters, bus-boys and dishwashers to handle as if⁹⁰⁰ it were made of iron, you will admit that an answer to all these questions will interest you. You run⁹²⁰ a fine dining room and you cannot set before your guests the heavy tableware of the old-fashioned beanery. And⁹⁴⁰ as soon as your china is scratched or chipped you must retire it.

Prohibition has caused the hotel men to⁹⁶⁰ look about for possible ways of saving. It is odd how careful of details Mr. Volstead has made them. They⁹⁸⁰ supply in each bathroom a nice piece of soap wrapped in paper. When a guest had rubbed his hands on¹⁰⁰⁰ it once they used to dispose of it as waste. The Bureau of Standards asked them why they didn't turn¹⁰²⁰ it over to their scrubwomen; they did so and thus, on soap, saved money. So why not save a little¹⁰⁴⁰ on china?

And, as a matter of fact, the hotel owners and restaurant proprietors jumped at the chance to save¹⁰⁶⁰ money on china. The Bureau of Standards had begun, on its own account, to study the difference between American and¹⁰⁸⁰ foreign vitrified ware, that is to say, porcelain, the better grade of dishes used on everybody's table. The leaden pendulum¹¹⁰⁰ was set to whacking the edges of plates of various makes, American and foreign. Another mechanism tested the surface of¹¹²⁰ dishes, the glaze upon them, as it is worn and scratched in stacking and washing. (1135)

(To be continued next month)

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If you have a grouch, challenge some big man for a fist fight. Perhaps a good beating is what you²⁰ need. Try a cold plunge. Try going to bed early one night in the week. Try anything that is fair⁴⁰ to the other fellow. But let the women, children, servants and innocent people alone until you regain your sanity.—*The⁶⁰ Silent Partner.* (62)

Business Correspondence

Letters to Large Users

(From Gardner's "Constructive Dictation," pages 247 and 249, letters 18 and 19)

Winters and Coleman,
Norfolk, Virginia

Gentlemen:

The writer wishes to express his appreciation for the friendly interview given him on²⁰ his recent visit to your plant. We are forwarding you, in accordance with your request, a complete set of our⁴⁰ latest condensed bulletins covering circuit breakers and electrical measuring instruments.

We should like very much to quote you on breakers⁶⁰ for some particular motor or motors that you think advisable to protect in this manner. As stated to you, this⁸⁰ form of protection is becoming more universal all the time and especially so in the steel industries. We understand that¹⁰⁰ machines in rolling mills are in a measure dependent upon each other for continued operation and that a delay on¹²⁰ one machine affects several others. Also, a shutdown often requires reheating a billet before rolling can be continued.

We presume¹⁴⁰ that this is the reason why steel manufacturers adopt this sure form of protection rather than trust to the uncertainty¹⁶⁰ of fuses.

We trust we shall receive the ratings of some of your motors and shall be allowed to estimate¹⁸⁰ on at least one motor as a matter of trial.

Yours very truly, (193)

Albany Locomotive Works,
Albany, New York
Attention Mr. S. K. Holt

Gentlemen:

Have you any work similar to the²⁰ castings shown on the inside of this folder?

If your time is longer than ours for doing this work, let⁴⁰ us go over it together.

We will gladly have one of our men make a study of your chucking problems⁶⁰ with you. He can spend as much time with you as you can use to our mutual advantage.

Just write⁸⁰ or wire when you want to see our man.

Yours very truly, (92)

30

Flash powder makes a more brilliant light than the arc lamp, but you can't use it to light your street²⁰ corner because it doesn't last long enough. Stability is more essential to success than brilliancy.—*Richard Lloyd Jones.* (38)

Short Stories in Shorthand

To Whom It May Concern

"The weather forecast says colder."
"Why tell it to me? Paste it up where the janitor can see it." (19)

Diagnosed

Young man (to court clerk)—"I—ah—er—um—"
Clerk (to assistant)—"Henry, bring out one of those marriage-license²⁰ blanks." (21)

Suspicious Character

First Thief: Did you score anything in that 'ouse?
Second Thief: No! The bloke who lives there is a lawyer.²⁰
First Thief: Strike, that was 'ard luck. Y'didn't lose anything did yer? (33)

The Winning Color

A wealthy girl from America was attending a social function at a country house in England.

"You American girls have²⁰ not such healthy complexions as we have," said an English Duchess to the girl. "I always wonder why our noblemen⁴⁰ take such a fancy to your white faces."

"It isn't our white faces that attract them," responded the American girl;⁶⁰ "it's our green backs." (64)

Efficiency Plus

Lady of the House (interviewing a new maid): And now, Norah, are you efficient?
Norah: Indade, I am that, mum.²⁰ In my last place, ivery marnin' I got up at four, made me fire, put the kittle on, prepared the⁴⁰ breakfast, an' made all the beds before anyone was up in the 'ouse. (53)

Business First

She—"All is over between us, and I am going to give you back your ring. There is another man."²⁰
He—"Tell me his name and address."
She—"You are going to kill him?"
He—"By no means! I want⁴⁰ to sell him the ring." (45)



90% Subscription Clubs

(Continued from page 294)

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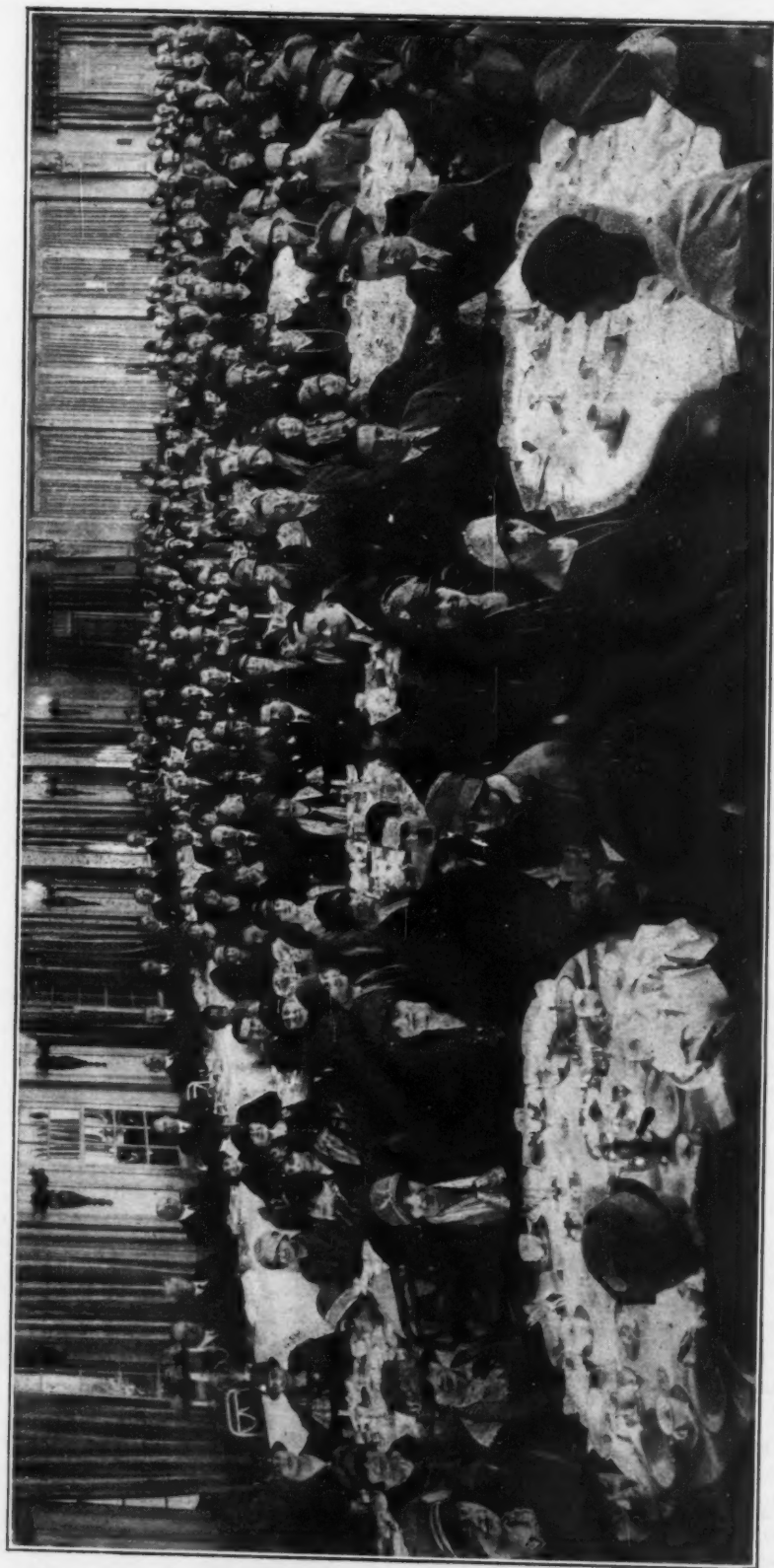
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(See report on page 311)